

# **Teacher Quality Enhancement Grants**

## **A Guide for the Preparation of State Grant Applications For Improving Teacher Quality**

**Teacher Quality Enhancement Grants  
Title II, Part A Higher Education Act  
(CFDA No. 84.336A)**

**Form Approved:  
OMB No. 1840-0007: Exp. Date June 30, 2003**

**Closing Date: June 16, 2003**

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April 2003

Dear Applicant:

Thank you for your interest in the Teacher Quality Enhancement Grants Program –State Grants. Many of America’s communities face daunting challenges as they seek to provide a high-quality education for all children that will prepare them for the 21<sup>st</sup> century. The Department of Education is committed to assisting you in preparing tomorrow’s teachers to be highly qualified and well prepared educators. Our children are this country’s most valuable assets. We must ensure that they receive the best education possible. The Teacher Quality Enhancement Grants Program – State Grants is one step to ensure that “no child is left behind” for want of an opportunity to learn from highly qualified teachers.

This application package includes the requirements, forms and instructions to assist you in completing an application for a State grant. Please pay special attention to the selection criteria discussed here, as these are the basis for evaluating applications. Also carefully review the eligibility and page limit requirements contained in the *Federal Register* Notice Inviting Applications, a copy of which is included in the package.

For further information concerning this program or the application process, please use our web site at: <http://www.ed.gov/offices/OPE/heatqp/index.html>.

If you have a specific question, please contact Luretha Kelley in the Teacher Quality program office. She may be reached by phone at (202) 502-7645 or by email at [luretha.kelley@ed.gov](mailto:luretha.kelley@ed.gov). You may also send questions to the program email at [teacherquality@ed.gov](mailto:teacherquality@ed.gov).

Your interest and your commitment to improving the quality of education in America are appreciated.

Sincerely,

Wilbert Bryant  
Deputy Assistant Secretary  
for Higher Education Programs





**Teacher Quality Enhancement Program  
Intent to Submit Application**

**Type of Grant: State**

The Department will use an outside peer review process to evaluate applications for its Teacher Quality Enhancement Grants Programs, and to identify applications to be recommended for award. The quality of that process will depend, in part, on the Department's ability to secure an appropriate number of reviewers. The Department's ability to do this will depend, in turn, upon advance knowledge of the approximate number of applications it will receive.

For this reason, if your State intends to apply for funding under the State Grant Program, we ask that you provide the Department with the following information:

Name of (Primary) Applicant Institution: \_\_\_\_\_

Contact Name, Title, and Office: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Please return this form at least four weeks prior to the closing date to:**

Teacher Quality Program  
U.S. Department of Education  
1990 K Street, N.W.  
Room 7096  
Washington, DC 20006-8525  
Fax: 202/502-7864  
E-mail: [teacherquality@ed.gov](mailto:teacherquality@ed.gov).

*The Department will use this information for planning purposes only. It will not be used in the review of your application. If you inform the Department of your intent to apply but subsequently decide not to do so, please notify the Department accordingly.*

**THE CHALLENGE:  
ENSURING A HIGH-QUALITY TEACHING FORCE  
FOR OUR NATION'S CLASSROOMS**

Teaching is the essential profession, the one that makes all other professions possible. Although higher standards for student performance, improved curricula and assessments, and safe schools have a vital place on the Nation's school reform agenda, without well-prepared, caring, and committed teachers, not even the highest standards in the world will ensure that our children are prepared for the challenges and opportunities of the 21<sup>st</sup> century.

Accordingly, what teachers know and are able to do is of critical importance. Yet we face numerous challenges to ensure a high-quality teaching force throughout our nation. The increasing enrollments and accelerating teacher retirements that are expected in the coming years will lead to unprecedented hiring demands in the profession. America's schools may need to hire 2.2 million teachers over the next decade, more than half of whom could be first-time teachers. As classrooms grow more challenging and diverse, and as more students with disabilities are educated in general classrooms, these teachers will need to be well prepared to teach all students to the highest standards. Teachers need to be prepared to provide effective instruction across the full range of student abilities.

The need for greater numbers of well-prepared teachers is particularly pressing for schools in high-poverty areas. Despite this recognized need, new teachers often begin their teaching careers with too little academic background in the subjects they will teach, limited technological skills, an insufficient amount of school-based teaching experience prior to graduation and licensure. Furthermore, they generally have minimal support in their first few years of teaching from veteran teachers, school administrators, and the teacher preparation schools from which they graduated.

Contemporary classrooms and social conditions confront teachers with a range of complex challenges. These include identifying and meeting the needs of students who have difficulty adapting to the school environment and may be at-risk of violent behavior. New education goals and tougher standards, more rigorous assessments, greater interest in parental involvement, and expanded use of technology increase the knowledge and skills that teaching demands.

State licensure and certification systems often compound these problems. Some are built upon low expectations, limited accountability, and a lack of system-wide responsibility for the quality of teacher

preparation, or for the results of existing licensure and certification policies. Consequently, States quite frequently do little to ensure that new teachers are well prepared to help all children succeed, including students across the range of abilities.

Although challenges such as these can be daunting, they provide an opportunity for making dramatic improvements in the ways we recruit, prepare, license, and provide on-going support for teachers. It had been nearly 30 years since the Federal government last made a major investment in teacher recruitment and preparation. The three Teacher Quality Enhancement Grants Programs in Title II, Part A of the Higher Education Act of 1965, as amended (HEA) give us another historic chance to effect positive change in the quality of teaching in America.

## **FACING THE CHALLENGE: THE TEACHER QUALITY ENHANCEMENT GRANTS PROGRAM**

Each of the Teacher Quality Enhancement Grants programs brings a unique approach to improving teacher education throughout our Nation. A brief description of how each program will face the challenge follows:

**State Grants** seek to promote statewide teacher education reform activities through the linkage of K-12 and higher education institutions and systemic policy and practice changes in areas such as:

- teacher licensing and certification;
- State and higher education accountability for high-quality teacher preparation;
- improved content knowledge for subject area preparation;
- improved teaching skills;
- infusion of technology into curriculum and teaching;
- enhanced school-based clinical experiences;
- extended mentoring of new teachers;
- teacher recruitment for high-need schools;
- meaningful accountability for teacher performance; and
- high-quality professional development opportunities for new and existing teachers.

**Teacher Recruitment Grants** seek to assist in reforms at the State and local levels by:

- being vital catalysts that stimulate successful efforts to recruit highly competent teachers who agree to work in high-need local educational agencies (LEAs);
- supporting the efforts of the States and partnerships to reduce the shortages of *qualified* teachers so that all students, especially those in *high-need* school districts, have the teachers necessary to ensure that they can achieve to challenging content and performance standards; and
- offering alternative routes into teaching for those coming to the profession from other careers or educational backgrounds and resulting in high-quality teachers entering the classroom from nontraditional backgrounds.

**Partnership Grants for Improving Teacher Education** seek to promote reforms in teacher preparation by:

- strengthening the vital role of K-12 educators in the design and implementation of effective teacher education programs;
- increasing collaboration among the administrators and faculty of higher education institutions' schools of arts and sciences and education;

- developing programs that involve university- and partnership-wide commitment to improving K-12 student learning and achievement;
- producing teachers with a greater command of academic subjects, and the skills to teach them;
- immersing student teachers in intensive clinical experiences, preparing them to work with diverse student populations; and
- providing induction period support and professional development opportunities.

## **STATE GRANTS PROGRAM OVERVIEW**

The State Grants Program offers a unique opportunity to support far-reaching efforts to redesign teacher education. Through the policy leadership of Governors, State legislatures, Chief State School Officers, State higher education system heads, and all other important partners, the Teacher Quality Enhancement State Grants Program can assure the statewide support so essential to bringing about the important policy changes needed in teacher recruitment, preparation, licensing, and certification. States will be in the position to increase the expectations for newly state-certified and licensed teachers as well as test for and reward high-quality teaching. Thus, States can ensure that only teachers achieving excellence in their pedagogical and content knowledge will be teaching in our Nation's schools.

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### **ALLOWABLE USE OF FUNDS**

The State Grants Program is a competitive process. Each State may develop a program application that focuses on activities it chooses to conduct in one or more broad priority areas (see section 202(d) of the HEA); applicants will then compete against each other for funds. The critical areas on which a State may focus are:

- Teacher licensure, certification, and preparation policies and practices, including rigorous alternative routes to certification;
- Implementing reforms that hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in academic content areas and possess strong teaching skills;
- State policies and procedures that encourage wholesale redesign of teacher preparation programs, in collaboration with the schools of arts and sciences and using models that include stronger academic content in teacher education programs;
- State efforts that lead to improved linkages between higher education institutions and K-12 schools, with more time spent in K-12 classroom settings by college faculty and teacher education students and greater use of technology in the teacher education programs;

- The use of new strategies to attract, prepare, support and retain highly competent teachers in high-poverty urban and rural areas;
  - The redesign and improvement of existing teacher professional development programs to improve the content knowledge, technology skills, and teaching skills of practicing teachers;
  - Improved accountability for high-quality teaching through performance-based compensation and the expeditious removal of incompetent or unqualified teachers while ensuring due process; and/or
  - The development and implementation of efforts to address the problem of social promotion and to prepare teachers to deal with the issues raised by ending social promotion, thereby helping all children, including students with disabilities, to succeed.
- 

### **COMPONENTS OF CHANGE FOR STATE GRANT APPLICATIONS**

To implement successful programs, the following elements are important in order to achieve the objectives of the Teacher Quality Enhancement State Grants Program:

- **Leadership and Partners:** Commitment from the State's chief executive and other key legislative, education and higher education leaders that these systemic policy and practice changes are top priorities—as shown by their direct involvement.
- **Systemic Change and Policy Alignment:** Coordinated activities in the State through collaboration between the State education and higher education agencies, as well as the alignment of other policy and practice activities that further the cause of comprehensive reform at the State level and speed up the pace at which these changes occur.
- **Sustainability:** Continued support of projects after federal funding ends. The demonstrated commitment of appropriate entities to such support will be required as evidence that projects will be institutionalized.

## **LEADERSHIP AND PARTNERS**

Effective State projects have partners. While the Governor of the State or the agency that licenses or certifies teachers will be the lead applicant under the Title II, Part A statute, substantial change at the State level requires the involvement of others such as:

- State higher education systems
- State K-12 systems
- community college systems
- professional standards boards
- teacher unions
- parent organizations
- business groups

State projects that focus on substantial changes to the statewide K-16 system will have key partners working together to address the teacher quality and shortage problems. High-quality proposals will explain in specific ways how the partners will coordinate a broad range of activities in their State, through collaboration across the K-16 system and by the alignment of policies and practices that further comprehensive reform at the State level.

Effective projects will have real partnerships between State higher education and K-12 education systems, and with other relevant players, enabling them to create and sustain support systems for preservice students and new teachers. Applications should provide concrete evidence of continuing efforts to address the teacher quality and teacher shortage issues, with the strongest proposals being those which permanently change the ways teachers are trained and supported. Applications should include specific information about the number of prospective teachers who will be served by the project. Outcomes ought to be clear and detailed, and should result from a comprehensive and thorough approach to the issues of teacher quality and shortages. State projects should result in meaningful accountability systems for teacher preparation institutions, as well as high-quality teacher assessment and licensure practices. All of these should be linked directly to the goal of improved achievement for every student.

## **SYSTEMIC CHANGE AND POLICY ALIGNMENT**

Project goals and activities should be driven by the needs of schools and of K-12 students. Essential partners should have meaningful roles, with the project vision focused clearly on K-12 student achievement and high-



quality teaching. Proposals that seek significant and lasting systemic changes will lead to major improvements in the quality of teachers produced within the State. Applications should focus on the impact of the project in terms of the depth and breadth of change, how the changes will be lasting ones, and the impact on the supply of well trained and highly qualified teachers in the State served by the project. Proposals should offer concrete plans and implementation details on how these changes will take place and how they will be institutionalized.

Strong proposals will demonstrate a clear and consistent focus on K-12 student achievement throughout the narrative. This strong focus on student achievement should be evident in proposal discussions of State licensure and certification policies, teacher education program content, the system for providing support services to new teachers once they enter the classroom, and efforts to hold higher education institutions accountable for the quality of their programs. Peer reviewers will also look for this focus in the proposal sections on outcomes and evaluation activities.

The project focus should be on key policies and practices that result in high-quality teacher preparation throughout the State. It should concentrate on permanent policies and practices that address these issues, so that when funding from Title II, Part A ends, the State will continue to produce and support high-quality new teachers for its schools and their students. Proposals should provide specific details about how they will build capacity to achieve these lasting changes.

The State Teacher Quality Enhancement project should be connected with other statewide teacher quality activities through explicit policy or practice linkages and should tie all partners together in an organized manner. For States in the beginning stages of this work and seeking start-up support from Title II, Part A, proposals should demonstrate awareness of the need to build these cross-connections and offer a credible commitment to implement these linkages as the project develops. This alignment of policies and spending priorities is an essential test of the commitment to build a strong project and to sustain it beyond the Title II, Part A support period. Proposals should provide detailed evidence of their commitment to align the expenditure of their own funds to funds expended for the Title II, Part A project. This can mean, for instance, changing the priorities of existing programs so that they, in turn, address similar teacher quality efforts. This could occur through the reallocation of other federal funds, as well as the redirection of State education funding programs or of money available to the higher education partners.

## **SUSTAINABILITY**

Projects should propose to make permanent changes within the State they seek to serve. Those funded by Title II, Part A are expected to have a credible strategy for institutionalization once federal support ends. Strong proposals will demonstrate this by describing in clear terms the steps taken to ensure that project work will not cease when federal support is over. The proposal should clearly spell out what activities will take place once the grant is awarded to promote institutionalization beginning in Year 1 and continuing throughout the life of the project. Proposals should identify ongoing funding sources that are specifically committed to the project after the grant period, or discuss specific steps that will be taken to seek these funds. Details should be included such as: specific amounts of money; clear support from key leaders; a specific timeline to ask for or acquire money; and detailed language from partners about using their own funds to continue the project.

The Teacher Quality Enhancement Program defines institutionalization in these terms:

- Project work does not stop when federal funding ends;
- The partners continue to fund the activities past the end of the grant period; and
- There is a clear and unmistakable commitment to continue implementing comprehensive programs once the grant period is over and to allocating the resources necessary to do this work successfully.

The project must commit its own resources—including funds, personnel, and time—during the three years of grant support and after grant funding has ended. Proposals should provide convincing evidence that the resources proposed as a match by each of the partners reflect commitment to substantial change within each partner organization and by the State as a whole. This ought to include a demonstrated commitment by State leaders to comprehensive reform that cuts across the entire K-16 system. There should be a clear and unmistakable willingness to allocate the resources necessary to continue statewide systemic reform once the grant period is over.

## **TEACHER RECRUITMENT COMPONENT WITHIN A STATE GRANT APPLICATION: AN OVERVIEW**

The Teacher Recruitment component of a Title II, Part A application will permit those receiving grants to address the challenge of America's teacher shortage by making significant and lasting systemic changes to the ways that teachers are recruited, prepared and supported as new teachers in high-need schools. It is the goal of Title II, Part A to see that these systemic changes lead to important improvements to the supply of well-trained and highly qualified teachers. In order to meet the Title II, Part A challenge effectively, States that choose to include teacher recruitment components in their applications are strongly encouraged to focus on several key elements as they design their projects.

Applicants should identify, with strong input from LEAs, the critical needs of the participating high-need LEAs for recruiting and preparing highly competent teachers. Specific details about the high-need districts that will be served by the project should be included in the proposal.

The LEAs should be in the same geographic area or the same State as the partner higher education institutions. There should be evidence of real partnerships between the organizations involved in the proposed project: between the higher education institutions and the schools, or between State higher education and education systems. Furthermore, evidence of the LEA commitment to hire qualified scholarship recipients ought to be clearly explained in the proposal.

The Department is particularly interested in receiving applications that focus their efforts on recruiting students from disadvantaged and underrepresented groups to become teachers in high-need LEAs and schools. The interest in applications that present this focus is due to the growing gap between the diversity of the student population and the composition of the teaching force.

Applicants should identify pools of potential teachers who can meet the LEAs' needs. Examples of successful efforts will include projects that focus on the recruitment of teachers from disadvantaged backgrounds, paraprofessionals, second career professionals, Peace Corps volunteers, retired military personnel, and teachers hired under emergency certifications or currently teaching without full certification.

The availability of scholarship assistance will be a very useful tool in attracting well-qualified individuals to become teachers in these high-need schools. Because of this, the Department is particularly interested in receiving proposals that would provide scholarship support for prospective teachers.

Applicants are strongly encouraged to design high-quality teacher preparation and induction programs that set high standards for teaching and reflect up-to-date knowledge of research and best practice known across the country. The proposal submitted to the Title II, Part A program should explain how the applicant will ensure that students enrolled in teacher preparation programs, whether receiving scholarships or not, will receive high-quality instruction in participating teacher preparation programs. Among the skills teachers should be prepared to have are to identify and assist students having difficulty adapting to the school environment who may be at risk for violent behavior. The project should also address technology in the training of teachers. Given the rapidly changing demographics of our country and the belief that all children can achieve to high State and local content and performance standards, funded projects are expected to prepare teachers to work with diverse student populations.

The Department of Education seeks to fund projects that have credible institutionalization plans so that when Title II, Part A funding phases out, the work we have helped to start will continue and will be sustained. Project activities are expected to *improve the capacity of the participating LEA(s)* to hire and retain qualified teachers. Strong proposals will demonstrate sustainability by describing in clear terms the steps that applicants will take to continue to fund project activities past the end of the grant period.

Applicants with Teacher Recruitment components in their projects are strongly encouraged to focus on the key elements of a strong proposal outlined above. Title II, Part A also sets out specific requirements that each applicant must address when developing its proposal. These specific HEA requirements, as well as a fuller discussion of the elements of a strong Teacher Recruitment project, are described in the ***Other Vital Program Information*** section of this guide.

## **EFFECTIVENESS OF PROJECT ACTIVITIES**

States will be required to submit a work plan as part of their application. The work plan should be in the application appendices and outline objectives, activities, benchmarks, responsible parties, timelines, outcomes and measures. The items that an applicant proposes to use for each year of the grant will determine whether project activities will be effective in meeting the Title II, Part A program's overall goals.

Proposals should provide clear descriptions of these items so that reviewers can easily determine what activities will take place, who is responsible, the evidence that will show whether the project has met its objectives successfully, and by when each key objective will be achieved. There should be no doubt about where the project is going, how it will get there, and what will be done along the way to achieve project objectives.

Vague descriptions or general statements without details may be an indication that the project has trouble defining, or will have difficulty producing, tangible, important accomplishments during the funding period. Proposals that include clear objectives, benchmarks, responsible parties, timelines, outcomes and measures are more likely to be successful.

Please see the appendix to this booklet for further details on work plans and outcomes.

## **SELECTION CRITERIA FOR STATE GRANT PROGRAM APPLICATIONS**

Once applications have been submitted, a panel of peer reviewers will read and score them. Panels will determine which applications are of sufficiently high quality to recommend for funding by applying the State Program Selection Criteria. It is important, therefore, that applicants write and organize their proposals according to the Selection Criteria provided below.

The Secretary will select for funding those applications that are of highest overall quality. In determining which applications to recommend for award, peer reviewers will assign each application up to 110 points using the following Selection Criteria and competitive preference. The applicant should prepare the narrative to respond to the Selection Criteria in the order in which they are listed. Selection criteria related to teacher recruitment activities are added in brackets for those applicants whose State grant proposal will include a teacher recruitment component. These applications must also address the main selection criteria, and they will be scored on how well they respond to the State teacher quality and teacher recruitment components of Title II, Part A.

***The relative weights for each of the first four scoring sections and the individual weighted selection criteria within each will be used by the peer reviewers to assign an overall score to each application. The fifth scoring section provides a statutory competitive preference whereby an applicant may earn up to an additional 10 points.***

- |  |                          |
|--|--------------------------|
| <b>1. Quality of Project Design</b>                                    | <b>(40 total points)</b> |
| <b>2. Significance</b>   | <b>(28 total points)</b> |
| <b>3. Quality of Resources</b>   | <b>(12 total points)</b> |
| <b>4. Quality of Management Plan</b>                                   | <b>(20 total points)</b> |
| <b>5. Statutory Provision/Competitive Preference</b>                   | <b>(10 total points)</b> |
| <b>Preference for Empowerment Zones<br/>and Enterprise Communities</b> | <b>(tie breaker)</b>     |

## **DETAILED SELECTION CRITERIA**

### **1. Quality of Project Design (40 total points)**

- A. The extent to which the project design will result in systemic change in the way that all new teachers are prepared and includes partners from all levels of the education system.

*[Applicants whose proposals contain a Teacher Recruitment component should also address systemic changes in the ways that new teachers are recruited, supported and prepared.]*

**6 points**

- B. The extent to which the Governor and other relevant executive and legislative branch officials, the K-16 education system(s) and the business community are directly involved in and committed to supporting the proposed activities.

**2 points**

- C. The extent to which project goals and performance objectives are clear, measurable outcomes are specified, and a feasible plan is presented for meeting them.

**10 points**

- D. The extent to which the project will initiate or enhance and supplement systemic State reforms in teacher recruitment, preparation, licensing, and certification.

*[Applicants whose proposals contain a Teacher Recruitment component should also address systemic efforts to recruit, support and prepare prospective teachers from disadvantaged backgrounds.]*

**6 points**

- E. The extent to which the State applicant will ensure that a diversity of perspectives is incorporated into operation of the proposed project, including those of parents, teachers, employers, academic and professional groups, and other appropriate entities.

**4 points**

- F. The extent to which the project design is based on up-to-date knowledge from research and effective practice.

**12 points**

## **2. Significance**

**(28 total points)**

- A. The extent to which the proposed project involves the development or demonstration of promising new strategies or exceptional approaches in the way new teachers are recruited, prepared, certified, and licensed.

**4 points**

- B. The extent to which project outcomes lead directly to improvements in teaching quality and student achievement as measured against rigorous academic standards.

**12 points**

- C. The extent to which the State has specific plans to institutionalize the project after federal funding ends.

*[Applicants whose proposals contain a Teacher Recruitment component should also address continued recruitment, scholarship assistance, preparation and support of additional cohorts of new teachers.]*

**10 points**

- D. The extent to which project strategies, methods, and accomplishments are replicable so that other states may benefit from them.

**2 points**

## **3. Quality of Resources**

**(12 total points)**

- A. The extent to which support available to the project, including personnel, equipment, supplies, and other resources is sufficient to ensure a successful project.

*[Applicants whose proposals contain a Teacher Recruitment component should also address the amount of scholarship assistance for students from federal and non-federal funds, the number of students who will receive scholarships, and how those students will benefit from high-quality teacher preparation and an effective support system during their first three years of teaching.]*

**4 points**

- B. Budget costs that are reasonable and justified in relation to the design, outcomes and potential significance of the project.

**4 points**

- C. The extent to which the applicant's matching share of the budget costs demonstrates a significant commitment to successful completion of the project and to project continuation after federal funding ends.

**4 points**



#### **4. Quality of Management Plan**

**(20 total points)**

- A. The extent to which the management plan, including the work plan, is designed to achieve the goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones and measurable outcomes for accomplishing project tasks.  
**12 points**
- B. The adequacy of procedures to ensure feedback and continuous improvements in the operation of the proposed project.  
**4 points**
- C. The qualifications, including training and experience, of key personnel charged with implementing the project successfully.  
**4 points**

#### **5. Statutory Provision/Competitive Preference**

**(10 total points)**

The Secretary determines the extent to which the State's proposed activities in any **one or more** of the following statutory priorities are likely to yield successful and sustained results. Applications can receive up to 10 points on any one of these items. Proposals do not need to address all three priorities in order to obtain 10 points.

- 1. Initiatives to reform State teacher licensure and certification requirements so that current and future teachers possess strong teaching skills and academic content knowledge in the subject areas they will be certified or licensed to teach;
- 2. Innovative reforms to hold higher education institutions with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content areas and have strong teaching skills; or
- 3. Innovative efforts to reduce the shortage (including the high turnover) of highly competent teachers in high-poverty urban and rural areas.

#### **Preference for Empowerment Zones and Enterprise Communities**

**(tie breaker)**

In the event that the peer reviewers' use of these Selection Criteria results in an equal ranking among two or more applicants **for the last available award**, the Department will select the applicant whose activities will focus (or have most impact) on LEAs and schools located in one (or more) of the Nation's Empowerment Zones and Enterprise

Communities. Therefore, States that propose specific project activities to benefit LEAs and schools in an Empowerment Zone or Enterprise Community should identify this fact in the appendices to their applications.

## **OTHER VITAL PROGRAM INFORMATION**

### **1. Who is eligible to apply for State Grants (Fiscal Agent)?**

By law (Section 205(a)(2) of the HEA), States may receive only one three-year grant award under the State Grants program. In FY 2003 eligibility is limited to those 14 states/territories not previously funded under this program. These are:

- Alaska
- Arizona
- Delaware
- Hawaii
- Iowa
- Montana
- Minnesota
- New Hampshire
- New York
- Commonwealth of the Northern Mariana Islands
- Guam
- Republic of Marshall Islands
- Republic of Palau
- United States Virgin Islands

### **2. Who is required to be the Lead Applicant?**

State Grants Program applications must come from the Governor or that individual, entity, or agency which the State constitution or law designates to be responsible for teacher certification and preparation activity. If there is more than one entity responsible for these two activities, the proposal must be submitted jointly. In these cases, the Governor's support may be pivotal to assuring the necessary leadership for the reform efforts. When the Governor is not the lead applicant, it is the applicant's responsibility to provide information that clearly states the lawfully designated individual, entity or agency responsible for these areas. See Section 202(b) and (d) of the HEA.

### **3. What is the maximum project period and amount of funding for which States may apply?**

States applying for a grant may propose activities for a project period of up to three years. The Notice Inviting Applications for New Awards for Fiscal Year 2003 (Notice), published in the *Federal Register*, contains information concerning the estimated number and funding of new awards. A copy of the Notice is located in this booklet. See "Additional Reference Information."

#### **4. What are the State's matching requirements?**

By law (section 205(c)(1) of the HEA), any State receiving a grant must contribute, from non-Federal sources, an amount equal to 50% of the yearly grant award to carry out project activities. This contribution may be in cash or in kind.

**Note:** *Applicants who propose a match that exceeds the minimum percentage requirements described above will be required to meet that higher percentage for each year in which it is proposed. If a funded applicant is unable to meet the higher cost share in any year of the project, the Department may reduce the award to a level where the proposed cost share percentage is satisfied.*

#### **5. What are the requirements to describe annual project activities?**

As applicants respond to the State Selection Criteria, they should keep in mind that the Education Department's General Administrative Regulations (EDGAR) 34 CFR section 75.112, require them to include both the time period for each year of the project and provide "a project narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project". This "time line" information should be included as part of the work plan that will be submitted with the appendix materials. It may be in chart form, but it is still subject to the 12 point font-type and double-space guidelines of the full proposal.

#### **6. What are the Title II, Part A Statutory Requirements for a Teacher Recruitment component within a State application?**

Title II, Part A of the HEA sets out specific requirements that each applicant must address when developing its proposal for Teacher Recruitment funds. These specific requirements are listed below.

1. How the partnership or State, and any others with which they will carry out grant activities, have determined the most critical teaching needs of the participating high-need LEA(s).
2. What activities will be carried out to meet these critical needs;

***When addressing the project activities that must be implemented, by law every applicant that receives a Teacher Recruitment Program grant must either include the three items in (A-C) or ensure that they meet the requirements of (D).***

*A. Provide scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;*

*B. Provide support services (which may include academic advice and counseling, tutorial services, mentoring, childcare, and transportation) that scholarship recipients need to complete postsecondary education programs; and*

*C. Provide follow-up services to former scholarship recipients during their first three years of teaching.*

**or**

*D. Develop and implement effective mechanisms to ensure that LEAs and their high-need schools are able to effectively recruit highly qualified teachers.*

3. How the applicant meets eligibility requirements; and
4. The plan for institutionalizing grant activities once federal funding ceases.

*Where States or partnerships provide scholarship assistance, they determine the funding level and number of scholarships according to project goals and student needs.*

## **7. What are the key elements of a Teacher Recruitment component within a State application?**

Applicants with Teacher Recruitment components in their projects are strongly encouraged to focus on the following key elements in designing their applications. It is acknowledged that there is some overlap between the above statute requirements and the program elements detailed below. The key elements are drawn from the statute and from the experience of soliciting and selecting awardees in previous Title II, Part A grant competitions.

***A. Applicants should identify, with strong input from the LEAs, the critical needs of the participating high-need LEAs for recruiting and preparing highly competent teachers, and provide specific details about the high-need districts that will be served.***

These details should include such information as teacher turnover rates; shortages in specific discipline and geographic areas; mismatches between student demographic distribution and demographics of the teaching force in a school, district or state; and numbers of teachers with emergency certificates or who teach out of field.

The Department is particularly interested in receiving applications that focus their efforts on recruiting students from disadvantaged and underrepresented groups to become teachers in high-need LEAs and schools. The interest in applications that present this focus is due to the growing gap between the diversity of the student population and the composition of the teaching force.

The LEAs should be in the same geographic area or the same State as the partner higher education institutions, and there should be evidence of real partnerships between the organizations involved in the proposed project: between the higher education institutions and the schools, or between State higher education and education systems. Furthermore, there should be evidence of the LEA commitment to hire qualified scholarship recipients. The proposal should document the need for teachers in shortage areas in the participating districts, and explain why project activities are expected to **increase** the number of students at participating institutions preparing to teach in high-need school districts. It should also describe how teacher recruitment activities will enhance or supplement any existing efforts the applicant has in place to recruit competent teachers to teach and remain in high-need LEAs and schools.

If applicable to the project design, the proposal should also discuss commitments by partner school districts, and school districts participating in a State project, to hire qualified scholarship recipients for positions at their high-need schools. The proposed project should result in permanent policies and practices that address the shortage of qualified teachers so that when Title II, Part A funding ends, the funded applicant will continue to produce and support new teachers for these high-need districts. Proposals should also provide **specific details** about how they will build capacity to achieve these lasting changes.

***B. Applicants should identify pools of potential teachers who can meet the LEAs' needs.*** Examples of successful efforts will include projects that focus on: the recruitment of teachers from disadvantaged backgrounds, paraprofessionals, second career professionals, Peace Corps volunteers, retired military personnel, and teachers hired under emergency certifications or currently teaching without full certification.

***C. Third, new teachers ought to be recruited from these pools through organized, well-designed outreach efforts.*** The proposal should describe recruitment and outreach efforts that will be used to publicize the availability of scholarships and other assistance that enable students to enroll in and complete the program. These efforts should demonstrate the use of promising existing strategies or new strategies for teacher recruitment and should include the publicizing of Teacher Recruitment scholarships and other assistance that enable students to enroll in and complete the program. These scholarships can be flexible for full- or part-time students. They can be funded through Title II, Part

A or through one or more of the partners, and should be targeted to students from disadvantaged or underrepresented groups.

Because the availability of scholarship assistance will be a very useful tool in attracting well-qualified individuals to become teachers in these high-need schools, the Secretary is particularly interested in receiving proposals that would provide scholarship support for prospective teachers.

Recruitment efforts should also publicize the program's academic and student support services such as mentoring, tutoring, quality faculty advising, cohort groups, work-study or summer internships, and other needed services. The proposal should discuss the criteria to be used in selecting the students, including how the partnership or State will determine whether individuals have the capacity to benefit from the program, complete teacher certification requirements, and become effective teachers. Strong proposals will offer evidence of commitment to disseminate effective teacher recruitment practices to others and to provide technical assistance to other educational entities.

***D. Applicants are strongly encouraged to design high-quality teacher preparation and induction programs that set high standards for teaching and reflect the best research and practice known across the country.*** The proposal submitted to the Title II, Part A Program should explain how the applicant will ensure that students enrolled in teacher preparation programs, whether receiving scholarships or not, will receive high-quality instruction in participating teacher preparation programs. These programs should include improved subject matter, content knowledge, and teaching skills so that teachers are well prepared to teach the subjects they will be hired to teach. Such preparation will require collaboration on the college campus between the school of arts and science and the school of education. The project should also address technology in the training of teachers to enable them to integrate technology into curriculum and instruction, as this is so essential to meeting the needs and demands of the 21<sup>st</sup> century.

Given the rapidly changing demographics of our country and the belief that all children can achieve to high State and local content and performance standards, funded projects are expected to prepare teachers to work with diverse student populations. Identifying and meeting the needs of students who have difficulty adapting to the school environment and may be at risk for violent behavior is one of the most serious current challenges facing our schools. To deal with these and other classroom issues, strong teacher preparation programs will immerse student teachers in intensive, well-designed and extensive clinical experiences so that the issues and challenges of effective teaching are not surprises to them when they enter the profession as new teachers.

Teacher Recruitment components of funded Title II, Part A projects should provide carefully structured supportive experiences for new teachers once they enter the classroom. Proposals should be specific in describing how the project will facilitate the successful transition of the students from their teacher preparation experience into the experience of teaching in high-need schools. Examples of allowable activities include induction period support mentoring, organized professional development activities, program “guarantees” of graduate readiness, university faculty working in the schools with new teachers, and customized assistance to help new teachers overcome challenges. These activities, among others, should all be used as tools to produce effective, successful teachers who can meet the needs of every student, and thus, improve student achievement in the K-12 schools. Projects which propose to develop and implement alternative routes into teaching by those coming to the profession from other careers or educational backgrounds should also address the issues outlined above to ensure that high-quality teachers are produced by alternative route programs.

***E. The Department of Education seeks to fund projects that have credible institutionalization plans so that when Title II, Part A funding phases out, the work we have helped to start will continue and will be sustained.*** Project activities are expected to *improve the capacity of the participating LEA(s)* to hire and retain qualified teachers. Strong proposals will demonstrate sustainability by describing in clear terms the steps that applicants will take to continue to fund project activities past the end of the grant period. Such proposals will identify ongoing funding sources that are specifically committed to the project after the grant period, or they will discuss specific steps that will be taken to seek these funds. It should be quite clear to reviewers that there will be successive cohorts of prospective teachers recruited into the program during and after the grant period, and that each cohort will be provided with the same high-quality program and support services. The applicant’s matching share will be a strong indicator of the program’s commitment to successfully implement the project, and to continue proposed activities after federal funding ends.

***F. Applicants are encouraged to develop innovative, high-quality routes to teaching and to coordinate their activities with State governors, boards of education, higher education, including community colleges, and professional standards, State education and higher education agencies and institutions of higher education.*** All projects should have an effective, inclusive, and responsive governance and decision-making structure that will permit all members of the project, including K-12 teachers and administrators, to plan, implement, and assess the adequacy of project activities. Projects should also draw upon a wide array of community resources. Examples of these resources include, but are not limited to, teacher organizations, businesses and community groups in order to enhance project success.



***G. Applicants should provide a management plan that includes a carefully designed set of project goals and objectives that can be achieved within the proposed budget, as well as clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*** Applicants should describe the evaluative procedures that would ensure feedback and continuous improvements in the operations of the proposed project. It is also important to show that the budget costs are justifiable, allowable and reasonable in relation to the design and potential significance of the program activities.

**8. What is the administrative cost percentage required for State Grant applicants?**

Section 205(d) of the HEA limits the amount of grant funds that a State or partnership receiving any Teacher Quality Enhancement Grants Program award may use to administer the grant to two percent of the award. Moreover, this two-percent limitation applies to the total of funds charged for administration, whether as direct or indirect costs.

**9. How does the two percent administrative cost limitation affect the costs of data collection and preparation of public reporting and evaluations?**

The costs of data collection and preparation of public reporting and evaluation can come out of the 98 percent of funds reserved for program activities. Preparation of these reports and evaluations are closely connected to the specific aspects of the program, and so they are not considered "administrative" activities.

**10. What is the allowable indirect cost rate for the State Grant Program?**

The program regulations, 34CFR section 611.41, limit the indirect cost rate for a State Grant recipient to eight percent or the amount permitted by its negotiated indirect cost rate agreement, *whichever is less*.

Recipients must include an estimate of the annual amount of indirect costs to be charged to grant funds on the multiyear budget forms they submit as part of their program applications. Unrecovered indirect costs cannot be used to match grant funds.

**11. How are projects funded at different stages of development?**

The Department anticipates funding State Program projects at different stages of development. Some projects may be completely new because the State is beginning the process of identifying the systemic policy and practice changes needed to ensure that every child in the K-12 system

has a high-quality teacher, with these States in need of start-up costs in the first year and more substantial support in subsequent years. Other projects may reflect an expansion of State activities, with enhanced goals and activities that fit well with Title II, Part A program objectives. To accommodate this range of State Program projects, the Department expects that some projects will request funding that increases over time, from start-up expenses in the first year to a higher level of support in the following years. At the same time, the Department expects that proposals reflecting more mature projects might request substantial funding in the first year with a gradual decrease in later years as the State institutionalizes its activities and resource base.

## **12. What are the State requirements for promoting awareness of project success?**

The Secretary expects that all those awarded grants will maintain a sustained and substantive dialogue with the Department, interested organizations across the education spectrum, and the public about the progress they are making. Therefore, along with other means of maintaining dialogue, the Department will ask all recipients of State Program grant awards to plan, and budget, for at least two three-day meetings per year with Department staff and other grantees to discuss the progress of their projects. Additionally, State grant recipients are expected to make presentations on their activities at important regional and national meetings and conferences. To make it easier to share information on the progress that State grantees are making in achieving their objectives, their applications need to identify a single point-of-contact.

## **13. What reporting requirements does the Higher Education Act impose on States receiving grants under the State Grants Program?**

The Department requires all recipients of Teacher Quality Enhancement Grants Program awards to submit a satisfactory annual performance report as a condition of receiving a continuation award. Additionally, Teacher Quality grant recipients must maintain certain baseline and other data that the Department will identify and use for the Congressionally-mandated national evaluation of the Title II, Part A programs and to meet its own reporting requirements to Congress. The Department is working to integrate the above requirements with the reporting requirements of section 206(a) of the HEA described below, in order to limit the number of performance reports grantees would be required to submit to one per year.

A state that receives an award under the State Grants Program must submit, annually, a **State Grant Accountability Report** to the Secretary, the Committee on Labor and Human Resources of the Senate,

and the Committee on Education and the Workforce of the House of Representatives. As explained more fully in section 206(a) of the HEA, this report must contain a description of the degree to which the State, in using State Program funds, has made substantial progress in meeting the following goals:

- a. Increasing student achievement,
- b. Raising standards to enter the teaching profession,
- c. Increasing the pass rate for initial certification or licensure (or numbers of persons certified or licensed through alternative programs);
- d. Increasing the percentage of teachers who have adequate content knowledge in the subjects they are teaching;
- e. Decreasing teacher shortages;
- f. Increasing opportunities for professional development; and
- g. Increasing the number of teachers prepared to integrate technology into the classroom.

In view of these statutory requirements, the Department is not requiring recipients of State Program awards to submit an end-of-project program evaluation that EDGAR would otherwise require.

Sections 207-209 of the HEA contain other reporting and accountability requirements for any State that receives funds under the HEA (not simply under Title II, Part A). These include a requirement for a State “report card” on the quality of its teacher preparation programs (section 207(a)-(c)). They also include a requirement that, by October 2001, the State have in place (1) a procedure to identify and assist low performing teacher preparation programs within institutions of higher education and (2) provisions that institutions for which the State has withdrawn its approval or terminated its financial support because of the poor performance of their teacher preparation programs must lose their eligibility for HEA and other Federal professional development funding.

**14. How do grant recipients request funding for the second and third years of their projects, and what information will recipients need to provide the Department to be eligible for subsequent year funding?**

Sections 75.112 and 75.117 of EDGAR contain certain general requirements for all applications to the Department for multiyear awards. Applicants should note that section 75.112(b) requires the project application to include a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each project objective. In addition, section 75.117(b) requires submission of a budget

narrative and form that includes budget information for each budget year of the proposed project.

Sections 75.118 and 75.253 of EDGAR contain requirements for receipt of a continuation award. In order to receive an award for a succeeding year of the project, a recipient must submit an adequate report on project performance to date. This report contains performance and financial expenditure information that enables the Secretary to determine whether the grantee is making substantial progress toward meeting the year-to-year objectives contained in its approved application.

Those receiving Teacher Quality grants will receive more information on the desired content and submission dates of these performance reports.

Section 206(c)(2) of the HEA provides that a State Program grantee's failure to make substantial progress in meeting its purposes, goals, objectives, and measures by the end of the second year of the grant period will result in discontinuation of its grant after the second year.

**15. What is the requirement for scholarship recipients to repay scholarship money?**

By law (Section 611.41-52 of Title II, Part A Program Regulations), all recipients of scholarships provided with Federal funds under the Teacher Quality Enhancement Grants Program will be required to repay scholarships if they do not teach in high-need local educational agencies for the period of time that is equivalent to the period for which they received scholarship assistance. (See Regulations Governing Scholarships Awarded under Teacher Quality Enhancement Grants under "Additional Reference Information.")

# ***Instructions And Forms***

# State Grants Program Application Procedures

## INSTRUCTIONS FOR TRANSMITTING APPLICATIONS

**Note:** Some of the procedures in these instructions for transmitting applications differ from those in the Education Department General Administrative Regulations (EDGAR) (34 CFR 75.102) Under the Administrative Procedure Act (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these amendments make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Secretary has determined that proposed rulemaking is not required.

In Fiscal Year 2003, the U.S. Department of Education is continuing to expand its pilot project for electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The Teacher Quality Enhancement Grants Program's State Grants Program (84.336A) is one of the programs included in the pilot project. If you are an applicant under the Teacher Quality Enhancement Grants Program's State Grant Program (84.336A), you may submit your application to us in either electronic or paper format.

The pilot project involves the use of the Electronic Grant Application System (e-Application) portion of the Grant Administration and Payment System (GAPS). Users of e-Application will be entering data on-line while completing their applications. You may not e-mail a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will be saved into a database. We request your participation in e-Application. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in e-Application, please note the following:

- Your participation is voluntary.
- You will not receive any additional point value because you submit a grant application in electronic format, nor will we penalize you if you submit an application in paper format. When you enter the e-Application system, you will find information about its hours of operation.
- You may submit all documents electronically, including the Application for Federal Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the Application for Federal Assistance (ED 424) to the Application Control Center after following these steps:
  1. Print ED 424 from the e-Application system.
  2. The institution's Authorizing Representative must sign this form.
  3. Place the PR/Award number in the upper right hand corner of the hard copy signature page of the ED 424.
  4. Fax the signed ED 424 to the Application Control Center at (202) 260-1349.
- We may request that you give us original signatures on all other forms at a later date.
- Closing Date Extension in Case of System Unavailability: If you elect to participate in the e-Application pilot for the Teacher Quality Enhancement Grants Program's State Grant Program (CFDA 84.336A) and you are prevented from submitting your application on the closing date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension--
  - (1) You must be a registered user of e-Application, and have initiated an e-Application for this competition; and
  - (2)(a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30 and 3:30 p.m., Washington, DC time, on the deadline date; or
  - (b) The e-Application system must be unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 and 4:30 p.m., Washington, DC time) on the deadline date.

The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension you must contact either (1) the person listed elsewhere in this notice under FOR FURTHER INFORMATION CONTACT or (2) the e-GRANTS help desk at 1-888-336-8930.

You may access the electronic grant application for the Teacher Quality Enhancement Grants Program's State Grant Program at:

<http://e-grants.ed.gov>

We have included additional information about the e-Application pilot project (see Parity Guidelines between Paper and Electronic Applications) elsewhere in this package.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

**(A) If You Send Your Application by Mail:**

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional one copy of your application. Mail your application to:

U. S. Department of Education  
Application Control Center  
Attention: CFDA # 84.336A  
7<sup>th</sup> & D Streets, SW. Room 3671  
Regional Office Building 3  
Washington, DC 20202-4725

You must show one of the following as proof of mailing:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark
- (2) A mail receipt that is not dated by the U.S. Postal Service.

**(B) If You Deliver Your Application by Hand:**

You or your courier must hand deliver the original and two copies of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an addition one copy of your application. Deliver your application to:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA # 84.336A)  
7<sup>th</sup> & D Streets, SW. Room 3671  
Regional Office Building 3



The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

**(C) If You Submit Your Application Electronically:**

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the deadline date.

The regular hours of operation of the e-Grants Web site are 6:00 a.m. until 12:00 midnight (Washington, DC time) Monday - Friday and 6:00 a.m. until 7:00 p.m. Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays. Please note that on Wednesdays the Web site is closed for maintenance at 7:00 p.m. (Washington, DC time).

**Notes:**

- (1) The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.
- (2) If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the date of mailing the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493
- (3) You must indicate on the envelope and--if not provided by the Department--in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 11/30/2004)) the CFDA number--and suffix letter, if any--of the competition under which you are submitting your application
- (4) If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application.

If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgment when we receive your application

## **PARITY GUIDELINES BETWEEN PAPER AND ELECTRONIC APPLICATIONS:**

To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere to the following guidelines:

- Submit your application on 8 ½" by 11" paper.
- Leave a 1-inch margin on all sides.
- Use consistent font throughout your document. You may also use boldface type, underlining, and italics. However, please do not use colored text.
- Please use black and white, also, for illustrations, including charts, tables, graphs and pictures.
- For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1; and number your pages consecutively throughout your document.

**Note:** If any conflict exists between the Notice and the application booklet regarding page limitations, parity guidelines, closing date information or any other aspect of this competition, the Notice shall supercede any information provided in this booklet.

## **DUNS NUMBER INSTRUCTIONS**

You will need to provide your D-U-N-S (Data Universal Numbering System) number on ED Form 424 as part of your application package. If your organization does not have a D-U-N-S number, you may obtain one at no charge by contacting Dun & Bradstreet at 1-800-333-0505 to request a D-U-N-S Number Request Form. Forms are also available on their website at:

<http://www.dnb.com>

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million organizations worldwide.

## **INSTRUCTIONS FOR PREPARING PROJECT WORK PLANS**

The State proposal should include a work plan in the appendix that outlines objectives, activities, benchmarks, responsible parties, timelines, outcomes, and measures.

The work plan must be limited to the equivalent of no more than 10 pages in length and double-spaced, and all information—including tables—must be presented in a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

**Note:** If any conflict exists between the Notice and the application booklet regarding page limitations, parity guidelines, closing date information or any other aspect of this competition, the Notice shall supercede any information provided in this booklet.

Activities should include specific steps to develop and implement a strong project. Details should also be provided regarding which partner will be responsible for which activities. Outcomes should be specific and measurable.

Proposals should provide clear descriptions of these items so that reviewers can easily determine what activities will take place, the evidence that will show whether the project has met its objectives successfully, and by when each key objective will be achieved. There should be no doubt about where the project is going, how it will get there, and what will be done along the way to achieve project objectives. Vague descriptions or general statements without details may be an indication that the project will have difficulty producing tangible, important accomplishments during the funding period. Proposals that include clear objectives, benchmarks, responsible parties, timelines, measures, and outcomes are more likely to be successful.

The Teacher Quality Enhancement Grants Program defines an outcome as something important that occurs as a result of the work that takes place. Outcomes should be more than process-type activities or events. They should be the result of a set of project activities and project expenditures, which means that the work plan and the budget are tools used to produce a set of important outcomes. In addition, each outcome must be measurable in one or more ways, so the proposal should describe what evidence will be used to determine and measure success.

The number of objectives in each work plan should be tied to the number of project goals. Every activity and benchmark does not need its own outcome, but each project objective should have an outcome.

For State proposals, for example, if the goal is a stronger licensure system, an outcome would be teachers having the knowledge and skills expected under the State's teacher standards and licensing system. For applications that include a teacher recruitment component, outcomes should include, but are not limited to: the number of students recruited and retained; the knowledge levels and teaching skills of the preservice students; and how many teachers are hired and retained by the high-need local school district partner.

The key outcome for the Title II, Part A program itself is production of well-qualified and successful new teachers equipped with the knowledge and skills to improve K-12 student achievement in the United States. Funded projects must have measurable outcomes compatible with this overall program outcome. Items such as number of courses redesigned are benchmarks on the way to this outcome. Items such as meetings, conferences, etc., are not outcomes and are not even benchmarks, they are activities toward meeting a benchmark such as redesigning the math curriculum or toward reaching an outcome like graduating new math teachers fully prepared to be successful.

In every case of an outcome, the proposal should describe what evidence will be used to measure progress or success.

### ***DEFINITIONS:***

Objective—A specific aim, the achievement of which contributes to the attainment of the program's goal. Examples include: to assure that low-income students are aware of financial aid programs for which they are eligible.

Activities—The work performed by the applicant that directly produces the core products and services. Examples include: training given, counseling provided, conferences held, reports published, class hours conducted.

Benchmarks—Comparative standards for evaluating accomplishments against known exemplars of excellence. A benchmark is a targeted goal that is beyond current capabilities, but for which the applicant is striving. Examples include: all participants will have received a minimum of four academic advising contacts per semester, increase in internship opportunities for student teachers.

Timeline—The dates when benchmarks will be accomplished. For example: March 2005.

Responsible Party—The entity responsible for accomplishing the benchmark. For example: Project Director, Arts & Sciences faculty, LEA liaison.

Outcomes—Outcomes are accomplishments of program objectives attributable to program outputs. Both intermediate and long-term outcomes can be identified, measured and evaluated. Intermediate outcomes are useful to assess early results when key goals will not be achieved for several years. The outcome should answer the following questions: What will the impact be? What will happen that can be measured? Examples of outcomes include: academic performance improvement, students accepted at the next level of education, (as an outcome of the previous level), graduates certified as teachers, job performance or employer satisfaction.

*Note: Sometimes, outputs are mistaken for outcomes. In order to draw a distinction between the two, outputs are defined as follows:*

Outputs—The direct results of program activities. Outputs are useful in defining what a program produces, but an output is not an outcome. Outputs are limited because they do not indicate whether program or project goals have been accomplished, and they do not provide information on the quality and efficiency of the service provided. Examples include: the number of courses redesigned, targeted students completing training, students applying to next level of education.

#### ***FURTHER EXAMPLES OF POSSIBLE OUTCOMES:***

- Producing teachers with stronger content knowledge in the subject they teach.
- New teachers with strong teaching skills.
- Producing teachers able to use technology effectively in curriculum and instructional practices.
- Reduced teacher turnover or improved retention of new teachers.

Outcome Measures—An assessment of the results, effects or impact of a program activity compared to its intended purpose. Measures are characteristics or metrics that can be used to assess performance aspects of a program or project. Outcome measures address the results achieved by an organization and the extent to which objectives have been achieved. Program managers, policymakers and customers are interested in outcome measures because they are indicative of the success of an organization or a program in meeting the needs of customers. Examples include: results of a test that measures skills and knowledge, grade point average, number of teachers placed successfully, percentage of new teachers retained.

Below is an example format of how to organize and display the information in your work plan. The objective in this example was chosen only to illustrate the presentation format. Applicants may use this

format, or one of their own design, but please note that these are the kinds of details and measurable outcomes that peer readers and the Program Office expect to see:

**EXAMPLE OF WORK PLAN FORMAT:**

**Objective:** Teachers and students will become more computer literate.

<b>Activities</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsible Party</b>
Buying new computers for each classroom.	Teacher and student computer ratios school wide will be 4:1 and 6:1.	November 2004	Head of Audio-Visual Services
Computer classes for teachers.	50% of teachers will have had technology training.	February 2005	Vice Principal
Teachers will redesign curricula to include technology lessons.	All trained teachers will have at least 25 percent of lessons incorporating technology.	April 2006	Classroom teachers
Students will actively use computers for projects and assignments.	All students will use computers at school at least 4 hours per week.	March 2005	Classroom teachers

**Outcome:** After Year 1, at least 75% of teachers and students will display at least an intermediate level of computer literacy.

**Measure:** Student and teacher results from a skills test requiring performance of various tasks on a computer.

**Note:** Work plans should be double-spaced. Single-spaced work plans should not exceed five pages.

<b>SUPPLEMENTAL INSTRUCTIONS FOR COMPLETING THE BUDGET PORTION OF YOUR TEACHER QUALITY APPLICATION</b>
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In order to be considered for federal funding each applicant must provide the following:

- ED Form 524 section A
- ED Form 524 Section B
- A descriptive budget narrative which explains the requested federal amounts for individual cost categories.
- A descriptive budget narrative outlining cash and/or in-kind match contributions for individual cost categories.

ED Form 524 Section B is used to show matching funds from other non-Federal resources or their in-kind equivalent to the project. All applicants must complete Section B.

**INSTRUCTIONS TO COMPLETE ED FORM 524, SECTIONS A and B**

**Name:** Enter the Name of the State or State Agency in the blank space provided.

**Personnel (line 1):** Enter project personnel salaries and wages only. Fee and expenses for consultants should be included on line 6.

**Note:** Administrative costs should not exceed two percent of the total cost of the project.

**Fringe Benefits (line 2):** The State's normal fringe benefit contribution may be charged to the program. If the benefits exceed twenty-eight percent (28%), an explanation and justification must be provided. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

**Travel (line 3):** Indicate the travel costs of employees and participants only. Travel of consultants, trainees, etc. should be included on line 6.

**Note:** Include travel funds for two project staff personnel to attend two (3 day) conferences in Washington DC.

**Equipment (line 4):** Indicate the cost of non-expendable personal property which has a usefulness of greater than one year and acquisition cost of \$5,000 or more per unit. Lower limits may be established to maintain consistency with the applicant's policy

**Supplies (line 5):** Show all tangible personal property except that which is included on line 4.

**Contractual (line 6):** Include consultant travel costs and fees.



**Construction (line 7):** Not applicable

**Other (line 8):** Indicate all direct costs not covered on lines 1-6. Examples are equipment rental, required fees, communication costs, or printing costs.

**Total Direct Costs (line 9):** The sum of lines 1-8.

**Indirect Costs (line 10):** Indirect costs are limited to no more than eight percent (8%) of the total direct cost base or to the applicant's approved indirect cost rate, whichever is *less* (line 9).

**Training Stipends (line 11):** Indicate the level of awards given to participants either in the form of stipends (non-repayable) or in the form of scholarships (repayable).

**Total Cost (line 12):** This should equal the sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1 (a)*, should also be equal to item 13a on the application face sheet (ED Form 424).

## **DETAILED BUDGET NARRATIVE**

Each applicant must provide a budget narrative for requested federal funds and match contributions **for each program year**. You must limit your budget narrative to the equivalent of no more than 10 double-spaced pages, using a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

**Note:** If any conflict exists between the Notice and the application booklet regarding page limitations, parity guidelines, closing date information or any other aspect of this competition, the Notice shall supercede any information provided in this booklet.

The budget narrative for requested federal funds should provide a justification of how money requested per budget category is intended to be spent.

A narrative must also be provided to describe cash or in-kind match contributions per budget category. The narrative must be more than a spreadsheet. It must explain the source and expected use of federal and matching funds by category.

The budget narrative provides an opportunity for the applicant to identify the proposed expenditure and the amount of the proposed expenditure. There should be enough detail to enable proposal readers and project staff to understand what funds will be used for, how much will be expended, the source of funds to be expended, and the relationship

between expended funds and project activities and outcomes.  
Applicants' narratives should contain the following information:

**Personnel**

- Provide the title of each position.
- Provide the salary for each position.
- Provide the amount of time each person will devote to the project.
- Explain the importance of each position to the success of the project.

**Fringe Benefits**

- Give the fringe benefit percentages of all personnel in the project.

**Travel**

- Provide the name of the personnel position(s) who will be traveling.
- Explain the purpose of the travel and how it relates to project success.
- Identify the travel destination.
- Give the individual costs related to the travel (per diem, hotel, airfare, ground transportation, mileage).

**Equipment**

- Identify each type of equipment.
- Provide the cost per equipment item.
- Explain the purpose of the equipment, and how it relates to project success.

**Supplies**

- Identify the type of supplies by general category (e.g. office supplies, instructional booklets, etc.).
- Provide the purpose for the purchasing of the supplies.

**Contractual**

- Identify the name(s) of the contracting party.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- Provide the purpose and relation to project success.

**Construction**

No costs allowed

**Other Direct Costs**

- Identify each type of cost in the *Other* category (e.g. communications, printing, postage, equipment rental).
- Provide the cost per item (printing=\$500, postage=\$750).
- Provide the purpose for the expenditures and relation to project success.

**Total Direct Costs**

The amount that is the sum of expenditures, per budget category, of lines 1-8.

**Indirect Costs**

No more than 8% of the total direct cost amount or the applicant's approved indirect cost rate, whichever is *less*.

**Training Stipends (Scholarships)**

- Identify who will benefit from a scholarship/stipend.
- Provide the purpose of the stipend/scholarship award.
- Identify the cost per scholarship/stipend.
- Explain the importance of the scholarship/stipend to the success of the project.

**Matching Funds Budget Narrative**

The same detailed information must be provided for your project's cash and/or in-kind contributions. The level of match your project must provide is outlined below. Unrecovered indirect costs in excess of the allowable indirect cost rate up to 8 percent cannot be used as matching funds.

Grant Type	Year One	Year Two	Year Three
State grant	50% match	50% match	50% match

An applicant may provide more than the minimum match required by the law. An applicant whose proposed match exceeds the minimum match percent and is awarded federal funds, will be required to match federal funds awarded at the original match percentage.

Public reporting burden for this collection of information is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and the Office of Management and Budget, Paperwork Reduction Project 1875-0102, Washington DC 20503.

## INSTRUCTIONS FOR ED FORM 524

### General Instructions

This form is used to apply to individual U.S. Department of Education discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached.

#### Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

#### Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

#### Section C - Other Budget Information Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, by project year, for each budget category listed in Sections A and B.
2. If applicable to this program, enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.
3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. Provide other explanations or comments you deem necessary.



**STATE APPLICANTS**  
**U.S Department of Education**  
**State Grants**  
**Eligibility Checklist**

**1. APPLICANT(S): Check ONE OR MORE of the following**

- ☐ Office of Governor \_\_\_\_\_, State of \_\_\_\_\_
- ☐ Individual, entity, or agency designated by law to be responsible for teacher preparation and certification for the State of \_\_\_\_\_. Please state the individual, entity, or agency's name:  
\_\_\_\_\_

**2. STATUTORY PRIORITIES: Check ONE OR MORE of the following**

**This application proposes one or more of the following statutory priorities:**

- ☐ Initiatives to reform State teacher certification requirements that are designed to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in subject areas in which the teachers are certified or licensed to teach.
- ☐ Innovative reforms to hold institutions of higher education (IHE) with teacher preparation programs accountable for preparing teachers who are highly competent in academic content area in which the teachers plan to teach and have strong teaching skills.
- ☐ Development of innovative efforts aimed at reducing the shortage and high turnover of highly qualified teachers in high poverty urban and rural areas.

**3. ACTIVITIES: Check ONE OR MORE of the following**

**This application proposes to carry out one or more of the following activities:**

- ☐ **Reforms** - Implementing reforms that hold IHEs with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content areas in which the use of rigorous subject matter competency tests and the requirement that a teacher have an academic major in the subject area, or related discipline, in which teachers plan to teach.
- ☐ **Certification or Licensure Requirements** - Reforming teacher certification or licensure requirements to ensure that teachers have the necessary teaching skills and academic content knowledge in the subject areas in which teachers are assigned to teach.
- ☐ **Alternatives to Traditional Preparation for Teaching** - Providing prospective teachers with alternatives to traditional preparation for teaching through programs at colleges of arts and sciences or at nonprofit educational organizations.
- ☐ **Alternative Routes to State Certification** - Carrying out programs that (a) include support during the initial teaching experience; and (b) establish, expand, or improve alternative routes to State certification of teachers for highly qualified individuals, including mid career professionals from other occupations, paraprofessionals, former military personnel and recent college graduates with records of academic distinction.

- ❑ **Recruitment; Pay; Removal** - Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to effectively recruit highly qualified teachers, to financially reward those teachers and principals whose students have made significant progress toward high academic performance, such as through performance-based compensation systems and administrators, and to expeditiously remove incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.
- ❑ **Social Promotion** - Development and implementation of efforts to address the problem of social promotion and to effectively address the issues raised by ending the practice of social promotion.
- ❑ **Recruitment** - (1)(a) to award scholarships to help students pay the cost of tuition, room, board, and other expenses of completing a teacher preparation program; (b) to provide support services, if needed to enable scholarship recipients to complete postsecondary education programs; and (c) for follow-up services provided to former scholarship recipients during the recipients' first three years of teaching; or (2) to develop and implement effective mechanisms to ensure that high need local educational agencies and schools are able to effectively recruit highly qualified teachers.

---

(Signature)

(Date)

## **APPLICATION CHECKLIST FOR STATE GRANTS**

### **The Application (in this order):**

#### **Part I: Preliminary documents and the Narrative**

- ☐ Application for Federal Assistance ED Form 424 (Face Sheet)
- ☐ Eligibility Checklist
- ☐ If applicable, a list of all cooperating entities for the project, contact persons, postal mail and email addresses, telephone and fax numbers
- ☐ Title Page
- ☐ Table of Contents
- ☐ Assurances
  - Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters: and Drug-Free Workplace Requirements
  - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
  - Non-Construction Programs
  - Guidance on Section 427 of GEPA for new discretionary grant Awards
- ☐ Abstract (1 page only, not numbered, double-spaced)
- ☐ Program Narrative (the equivalent of no more than 50 double-spaced pages, 12 point font)

**Note:** If any conflict exists between the Notice and the application booklet regarding page limitations, parity guidelines, closing date information or any other aspect of this competition, the Notice shall supercede any information provided in this booklet.

#### **Part II: The Budget**

- ☐ ED Budget Form 524 Section A (federal funds requested)
- ☐ ED Budget Form 524 Section B (matching funds provided)
- ☐ Detailed Line Item Budget
- ☐ Budget Narrative (detailed explanation and justification of costs in narrative form - this is in addition to the above required budget information - the equivalent of no more than 10 double-spaced pages, 12 point font)

**Note:** If any conflict exists between the Notice and the application booklet regarding page limitations, parity guidelines, closing date information or any other aspect of this competition, the Notice shall supercede any information provided in this booklet.

#### **Part III: The Appendices**

- ☐ Work Plan that includes Project Objectives, Activities, Benchmarks, Timelines, Responsible Parties, Outcomes and Measures (the equivalent of no more than 10 double-spaced pages, 12 point font)
- ☐ Evaluation Plan (the equivalent of no more than 5 double-spaced pages, 12 point font)
- ☐ Job Descriptions of Key Personnel (if available, also include names and resumes)
- ☐ Letters of Support from the State governor and, if applicable, the state-governing agency and/or cooperative entities.



- ❑ Identifying material for cooperating LEAs and schools located in Empowerment Zones and Enterprise Communities.

**Note:** If any conflict exists between the Notice and the application booklet regarding page limitations, parity guidelines, closing date information or any other aspect of this competition, the Notice shall supercede any information provided in this booklet.

**Please check to make sure you have done the following:**

- ❑ The Application for Federal Assistance ED Form 424 has been signed and dated by an authorized official and the signed original has been included with your submission or, if you are submitting an electronic application, faxed to the Application Control Center.
- ❑ The budget amounts on ED Form 424, items 13(a-g) are for Year 1 only.
- ❑ You have included the original and three copies of the application, appendices, and forms.



## **Additional Reference Information**

## **SUPPLEMENTAL INFORMATION**

### **Who should be contacted for further information?**

If you have specific questions, and would like to speak with program staff, you may contact us at:

Teacher Quality Enhancement Grant Programs  
U.S. Department of Education  
Office of Postsecondary Education  
Telephone: 202/502/7878  
Fax: 202/502/7864  
Email: [teacherquality@ed.gov](mailto:teacherquality@ed.gov)

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8:00a.m. and 8:00 p.m., East Coast Time, Monday through Friday.

### **Where should I look for information about other funding opportunities from the Department of Education?**

Information about the Department's funding opportunities, including copies of the notice inviting applications for other discretionary grant competitions, can be viewed on the Department's home page at:

<http://www.ed.gov/topics/topicsTier2.jsp?top=Grants+%26+Contracts&type=T&subtop=Funding+%26+applying>

## **Appendix**

### Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS  
THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO  
NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

**The list below, prepared by the U.S. Department of Education is an unofficial version of the State Single Point of Contact (SPOC) List published by the Office of Management and Budget (OMB). The Department has made every effort to ensure the accuracy of the information contained in this unofficial version. It reflects those changes made by OMB as of 03/06/03. The only official and up to date version of the State Single Point of Contact (SPOC) List is posted on the Grants Management section of the OMB web site:**

**<http://www.whitehouse.gov/omb/grants/spoc.html>. You may review and/or download the Adobe pdf (portable document format) version of this document at the aforementioned site. Please include this statement in any reproduction of this unofficial list.**

**You are strongly encouraged to access the Intergovernmental Review (SPOC List) link to the Grants Management Information section of the OMB web page regularly in the course of completing grant applications to be submitted to your designated State Single Point of Contact (SPOC). If you do not have access to the Internet, please use the list below to contact the office or individual listed in order to confirm the State Single Point of Contact (SPOC).**

#### STATE SINGLE POINTS OF CONTACT (SPOCs)

It is estimated that in 2001, the Federal Government will outlay \$305.6 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided on the official version <http://www.whitehouse.gov/omb/grants/spoc.html>.

**States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within one of these States, you may still send application material directly to a Federal awarding agency.**

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance. [<http://www.cfda.gov/public/cat-app4-index.htm>]

<p><b>ARKANSAS</b></p> <p>Tracy L. Copeland  Manager, State Clearinghouse  Office of Intergovernmental Services  Department of Finance and Administration  1515 W. 7<sup>th</sup> Street, Room 412  Little Rock, Arkansas 72203  Telephone: (501) 682-1074  FAX: (501) 682-5206  <a href="mailto:tlcopeland@dfa.state.ar.us">tlcopeland@dfa.state.ar.us</a></p>	<p><b>CALIFORNIA</b></p> <p>Grants Coordination  State Clearinghouse  Office of Planning and Research  P.O. Box 3044, Room 222  Sacramento, California 95812-3044  Telephone: (916) 445-0613  FAX: (916) 323-3018  <a href="mailto:state.clearinghouse@opr.ca.gov">state.clearinghouse@opr.ca.gov</a></p>
<p><b>DELAWARE</b></p> <p>Sandra R. Stump</p>	<p><b>DISTRICT OF COLUMBIA</b></p> <p>Luisa Montero-Diaz</p>

<p>Executive Department Office of the Budget 540 S. Dupont Highway, 3rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 Fax: (302) 739-5661 <a href="mailto:sandy.stump@state.de.us">sandy.stump@state.de.us</a></p>	<p>Office of Partnerships and Grants Development Executive Office of the Mayor District of Columbia Government 414 4<sup>th</sup> Street, NW, Suite 530 South Washington, DC 20001 Telephone: (202) 727-8900 FAX: (202) 727-1652 <a href="mailto:opgd.eom@dc.gov">opgd.eom@dc.gov</a></p>
<p><b>FLORIDA</b></p> <p>Cindy Cranick 3900 Commonwealth Boulevard Douglas Building, Mailstop 47 Tallahassee, Florida 32399-3000 Telephone: (850) 245-2169 <a href="mailto:cindy.cranick@dca.state.fl.us">cindy.cranick@dca.state.fl.us</a> Fax: (850) 245-2190</p>	<p><b>GEORGIA</b></p> <p>Barbara Jackson Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 Fax: (404) 656-7901 <a href="mailto:gach@mail.opb.state.ga.us">gach@mail.opb.state.ga.us</a></p>
<p><b>ILLINOIS</b></p> <p>Roukaya McCaffrey Department of Commerce and Community Affairs 620 East Adams, 6th Floor Springfield, Illinois 62701 Telephone: (217) 524-0188 Fax (217) 558-0473 <a href="mailto:rmccaffr@commerce.state.il.us">rmccaffr@commerce.state.il.us</a></p>	<p><b>IOWA</b></p> <p>Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 FAX: (515) 242-4809 <a href="mailto:steve.mccann@ided.state.ia.us">steve.mccann@ided.state.ia.us</a></p>
<p><b>KENTUCKY</b></p> <p>Ron Cook Department for Local Government 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 FAX: (502) 573-2512 <a href="mailto:ron.cook@mail.state.ky.us">ron.cook@mail.state.ky.us</a></p>	<p><b>MAINE</b></p> <p>Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 Telephone: (207) 287-1461 (direct) FAX: (207) 287-6489 <a href="mailto:joyce.benson@state.me.us">joyce.benson@state.me.us</a></p>
<p><b>MARYLAND</b></p>	<p><b>MICHIGAN</b></p>
<p>Linda Janey Manager, Clearinghouse and Plan Review Unit Maryland Office of Planning 301 West Preston Street – Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 FAX: (410) 767-4480 <a href="mailto:linda@mail.op.state.md.us">linda@mail.op.state.md.us</a></p>	<p>Richard Pfaff Southeast Michigan Council of Governments 535 Griswold, Suite 300 Detroit, Michigan 48226 Telephone: (313) 961-4266 FAX: (313) 961-4869 <a href="mailto:pfaff@semcog.org">pfaff@semcog.org</a></p>
<p><b>MISSISSIPPI</b></p> <p>Cathy Mallette Clearinghouse Officer</p>	<p><b>MISSOURI</b></p> <p>Angela Boessen Federal Assistance Clearinghouse</p>



Department of Finance and Administration 1301 Woolfolk Building, Suite E 501 North West Street Jackson, Mississippi 39201 Telephone: (601) 359-6762 FAX: (601) 359-6758	Office of Administration P.O. Box 809 Truman Building, Room 840 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 Fax: (573) 522-4395 <a href="mailto:igr@mail.oa.state.mo.us">igr@mail.oa.state.mo.us</a>
<b>NEVADA</b>  Heather Elliott Department of Administration State Clearinghouse 209 E. Musser Street, Room 200 Carson City, Nevada 89701 Telephone: (775) 684-0209 FAX: (775) 684-0260 <a href="mailto:Helliott@govmail.state.nv.us">Helliott@govmail.state.nv.us</a>	<b>NEW HAMPSHIRE</b>  Jeffrey H. Taylor Director New Hampshire Office of State Planning Attn: Intergovernmental Review Process Mike Blake 2½ Beacon Street Concord, New Hampshire 03301 Telephone: (603) 271-2155 FAX: (603) 271-1728 <a href="mailto:Jtaylor@osp.state.nh.us">Jtaylor@osp.state.nh.us</a>
<b>NEW MEXICO</b>  Ken Hughes Local Government Division Room 201, Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 FAX: (505) 827-4948 <a href="mailto:khughes@dfa.state.nm.us">khughes@dfa.state.nm.us</a>	<b>NORTH CAROLINA</b>  Jeanette Furney Department of Administration 1302 Mail Service Center Raleigh, North Carolina 27699-1302 Telephone: (919) 807-2323 FAX: (919) 733-9571 <a href="mailto:jeanette.furney@ncmail.net">jeanette.furney@ncmail.net</a>
<b>NORTH DAKOTA</b>  Jim Boyd Division of Community Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 FAX: (701) 328-2308 <a href="mailto:jboyd@state.nd.us">jboyd@state.nd.us</a>	<b>RHODE ISLAND</b>  Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence Rhode Island 02908-5870 Telephone: (401) 222-2093 FAX: (401) 222-2083 <a href="mailto:knelson@doa.state.ri.us">knelson@doa.state.ri.us</a>
<b>SOUTH CAROLINA</b>  Omeagia Burgess Budget and Control Board Office of State Budget 1122 Ladies Street – 12 <sup>th</sup> Floor Columbia, South Carolina 29201 Telephone: (803) 734-0494 FAX: (803) 734-0645 <a href="mailto:aburgess@budget.state.sc.us">aburgess@budget.state.sc.us</a>	<b>TEXAS</b>  Denise S. Francis Director, State Grants Team Governor's Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 FAX: (512) 936-2681 <a href="mailto:dfrancis@governor.state.tx.us">dfrancis@governor.state.tx.us</a>
<b>UTAH</b>  Clare Walters Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol, Room 116	<b>WEST VIRGINIA</b>  Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553

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Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to [grants@omb.eop.gov](mailto:grants@omb.eop.gov). If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management  
 Office of Management and Budget  
 New Executive Office Building, Suite 6025  
 725 17<sup>th</sup> Street, NW  
 Washington, DC 20503

Please note: **Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the Catalog of Federal Domestic Assistance (CFDA) [<http://www.cfda.gov/>].**

**Important Notice to Prospective Participants in  
U.S. Department of Education  
Contract and Grant Programs**

**GRANTS**

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

**Failure to meet a deadline will mean that an applicant will be rejected without any consideration.**

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$555.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.) In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara>. Depository Library location and Federal Register services: <http://www.nara.gov/fedreg>.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. No ED employees are authorized to extend any deadline published in the Federal Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

**CONTRACTS**

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFP's are now available on-line for downloading at the following url: <http://www.ed.gov/offices/ocfo/contracts/currfrfp.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP. A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following url: <http://cbdnet.access.gpo.gov/>. The Federal Acquisition Regulations are available on-line at the following url: <http://www.arnet.gov/far/>. In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED FORM 5348, 7/01

**35 Sec. 202 HIGHER  
EDUCATION ACT OF  
1965  
TITLE II—TEACHER  
QUALITY  
ENHANCEMENT  
PART A—TEACHER  
QUALITY  
ENHANCEMENT  
GRANTS FOR STATES  
AND PARTNERSHIPS**

**SEC. 201. ø20 U.S.C.  
1021ç PURPOSES;  
DEFINITIONS.**

(a) PURPOSES.—The purposes of this part are to—

- (1) improve student achievement;
  - (2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;
  - (3) hold institutions of higher education accountable for preparing teachers who have the necessary teaching skills and are highly competent in the academic content areas in which the teachers plan to teach, such as mathematics, science, English, foreign languages, history, economics, art, civics, Government, and geography, including training in the effective uses of technology in the classroom; and
  - (4) recruit highly qualified individuals, including individuals from other occupations, into the teaching force.
- (b) DEFINITIONS.—In this part:

(1) ARTS AND SCIENCES.—The term “arts and sciences” means—

- (A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and
- (B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and science organizational unit.

(2) HIGH NEED LOCAL EDUCATIONAL AGENCY.—The term “high need local educational agency” means a local educational agency that serves an elementary school or secondary school located in an area in which there is—

- (A) a high percentage of individuals from families with incomes below the poverty line;
- (B) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach; or
- (C) a high teacher turnover rate.

(3) POVERTY LINE.—The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, and revised

annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

**SEC. 202. ø20 U.S.C.  
1022ç STATE  
GRANTS.**

(a) IN GENERAL.—From amounts made available under section 210(1) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible States to enable the eligible States to carry out the activities described in subsection (d).

(b) ELIGIBLE STATE.—

(1) DEFINITION.—In this part, the term “eligible State” means—

- (A) the Governor of a State; or
- (B) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency.

(2) CONSULTATION.—The Governor and the individual, entity, or agency designated under paragraph (1) shall consult with the Governor, State board of education, State educational agency, or State agency for higher education, as appropriate, with respect to the activities

assisted under this section.

(3) CONSTRUCTION.—Nothing in this subsection shall be construed to negate or supersede the legal authority under State law of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official.

(c) APPLICATION.—To be eligible to receive a grant under this section, an eligible State shall, at the time of the initial grant application, submit an application to the Secretary that—

(1) meets the requirement of this section;

(2) includes a description of how the eligible State intends to use funds provided under this section; and

(3) contains such other information and assurances as the Secretary may require.

(d) USES OF FUNDS.—An eligible State that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, and to ensure that current and future teachers possess the necessary teaching skills and academic content knowledge in the subject areas in which the teachers are assigned to teach, by carrying out 1 or more of the following activities:

(1) REFORMS.—Implementing reforms that hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content areas in which the teachers plan to teach, and possess strong teaching skills, which may include the use of rigorous subject matter competency tests and the requirement that a teacher have an academic major in the subject area, or related discipline, in which the teacher plans to teach.

(2) CERTIFICATION OR LICENSURE REQUIREMENTS.—Reforming teacher certification or licensure requirements to ensure that teachers have the necessary teaching skills and academic content knowledge in the subject areas in which teachers are assigned to teach.

(3) ALTERNATIVES TO TRADITIONAL PREPARATION FOR TEACHING.—Providing prospective teachers with alternatives to traditional preparation for teaching through programs at colleges of arts and sciences or at nonprofit educational organizations.

(4) ALTERNATIVE ROUTES TO STATE CERTIFICATION.—Carrying out programs that—

(A) include support during the initial

teaching experience; and

(B) establish, expand, or improve alternative routes to State certification of teachers for highly qualified individuals, including mid-career professionals from other occupations, paraprofessionals, former military personnel and recent college graduates with records of academic distinction.

(5) RECRUITMENT; PAY; REMOVAL.—Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to effectively recruit highly qualified teachers, to financially reward those teachers and principals whose students have made significant progress toward high academic performance, such as through performance-based compensation systems and access to ongoing professional development opportunities for teachers and administrators, and to expeditiously remove incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.

(6) SOCIAL PROMOTION.—Development and implementation of efforts to address the problem of social promotion and to

prepare teachers to effectively address the issues raised by ending the practice of social promotion.

(7) RECRUITMENT.—Activities described in section 204(d).

**SEC. 203. ø20 U.S.C. 1023c PARTNERSHIP GRANTS.**

(a) GRANTS.—From amounts made available under section 210(2) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible partnerships to enable the eligible partnerships to carry out the activities described in subsections (d) and (e).

(b) DEFINITIONS.—

(1) ELIGIBLE

PARTNERSHIPS.—In this part, the term “eligible partnerships” means an entity that—  
(A) shall include—  
(i) a partner institution;  
(ii) a school of arts and sciences; and  
(iii) a high need local educational agency; and  
(B) may include a Governor, State educational agency, the State board of education, the State agency for higher education, an institution of higher education not described in subparagraph (A), a public charter school, a public or private elementary school or secondary school, a public or private nonprofit educational organization, a business, a teacher

organization, or a prekindergarten program.

(2) PARTNER INSTITUTION.—In this section, the term “partner institution” means a private independent or State-supported public institution of higher education, the teacher training program of which demonstrates that—

(A) graduates from the teacher training program exhibit strong performance on State-determined qualifying assessments for new teachers through—

(i) demonstrating that 80 percent or more of the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher’s subject matter knowledge in the content area or areas in which the teacher intends to teach; or  
(ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State—

(I) using criteria consistent with the requirements for the State report card under section 207(b); and  
(II) using the State report card on teacher preparation required under section 207(b),

after the first publication of such report card and for every year thereafter; or  
(B) the teacher training program requires all the students of the program to participate in intensive clinical experience, to meet high academic standards, and—

(i) in the case of secondary school candidates, to successfully complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high level of performance in relevant content areas; and  
(ii) in the case of elementary school candidates, to successfully complete an academic major in the arts and sciences or to demonstrate competence through a high level of performance in core academic subject areas.

(c) APPLICATION.—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall—

(1) contain a needs assessment of all the partners with respect to teaching and learning and a description of

how the partnership will coordinate with other teacher training or professional development programs, and how the activities of the partnership will be consistent with State, local, and other education reform activities that promote student achievement;

(2) contain a resource assessment that describes the resources available to the partnership, the intended use of the grant funds, including a description of how the grant funds will be fairly distributed in accordance with subsection (f), and the commitment of the resources of the partnership to the activities assisted under this part, including financial support, faculty participation, time commitments, and continuation of the activities when the grant ends; and

(3) contain a description of—

(A) how the partnership will meet the purposes of this part;

(B) how the partnership will carry out the activities required under subsection (d) and any permissible activities under subsection (e); and

(C) the partnership's evaluation plan pursuant to section 206(b).

(d) **REQUIRED USES OF FUNDS.**—An eligible partnership that receives a grant under

this section shall use the grant funds to carry out the following activities:

(1) **REFORMS.**—Implementing reforms within teacher preparation programs to hold the programs accountable for preparing teachers who are highly competent in the academic content areas in which the teachers plan to teach, and for promoting strong teaching skills, including working with a school of arts and sciences and integrating reliable research-based teaching methods into the curriculum, which curriculum shall include programs designed to successfully integrate technology into teaching and learning.

(2) **CLINICAL EXPERIENCE AND INTERACTION.**—Providing sustained and high quality preservice clinical experience including the mentoring of prospective teachers by veteran teachers, and substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support, including preparation time, for such interaction.

(3) **PROFESSIONAL DEVELOPMENT.**—Creating opportunities

for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach, and that promotes strong teaching skills.

(e) **ALLOWABLE USES OF FUNDS.**—An eligible partnership that receives a grant under this section may use such funds to carry out the following activities:

(1) **TEACHER PREPARATION AND PARENT INVOLVEMENT.**—Preparing teachers to work with diverse student populations, including individuals with disabilities and limited English proficient individuals, and involving parents in the teacher preparation program reform process.

(2) **DISSEMINATION AND COORDINATION.**—Broadly disseminating information on effective practices used by the partnership, and coordinating with the activities of the Governor, State board of education, State higher education agency, and State educational agency, as appropriate.

(3) **MANAGERIAL AND LEADERSHIP SKILLS.**—Developing and implementing proven mechanisms to provide principals and superintendents with



effective managerial and leadership skills that result in increased student achievement.

**(4) TEACHER RECRUITMENT.—**

Activities described in section 204(d).

**(f ) SPECIAL RULE.—**No individual member of an eligible partnership shall retain more than 50 percent of the funds made available to the partnership under this section.

**(g) CONSTRUCTION.—**Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of more than one Governor, State board of education, State educational agency, local educational agency, or State agency for higher education.

**SEC. 204.  20 U.S.C. 1024  TEACHER RECRUITMENT GRANTS.**

**(a) PROGRAM AUTHORIZED.—**From amounts made available under section 210(3) for a fiscal year, the Secretary is authorized to award grants, on a competitive basis, to eligible applicants to enable the eligible applicants to carry out activities described in subsection (d).

**(b) ELIGIBLE APPLICANT DEFINED.—**In this part, the term “eligible applicant” means—

(1) an eligible State described in section 202(b); or

(2) an eligible partnership described in section 203(b).

**(c) APPLICATION.—**Any eligible applicant desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require, including—

(1) a description of the assessment that the eligible applicant, and the other entities with whom the eligible applicant will carry out the grant activities, have undertaken to determine the most critical needs of the participating high-need local educational agencies;

(2) a description of the activities the eligible applicant will carry out with the grant; and

(3) a description of the eligible applicant’s plan for continuing the activities carried out with the grant, once Federal funding ceases.

**(d) USES OF FUNDS.—**Each eligible applicant receiving a grant under this section shall use the grant funds—

(1)(A) to award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

(B) to provide support services, if needed to

enable scholarship recipients to complete postsecondary education programs; and

(C) for followup services provided to former scholarship recipients during the recipients first 3 years of teaching; or

(2) to develop and implement effective mechanisms to ensure that high need local educational agencies and schools are able to effectively recruit highly qualified teachers.

**(e) SERVICE REQUIREMENTS.—**The Secretary shall establish such requirements as the Secretary finds necessary to ensure that recipients of scholarships under this section who complete teacher education programs subsequently teach in a high-need local educational agency, for a period of time equivalent to the period for which the recipients receive scholarship assistance, or repay the amount of the scholarship. The Secretary shall use any such repayments to carry out additional activities under this section.

**SEC. 205.  20 U.S.C. 1025  ADMINISTRATIVE PROVISIONS.**

**(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—**

(1) DURATION.—

(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—

Grants awarded to eligible States and eligible applicants under this part shall be awarded for a period not to exceed 3 years.

**(B) ELIGIBLE**

**PARTNERSHIPS.—**

Grants awarded to eligible partnerships under this part shall be awarded for a period of 5 years.

**(2) ONE-TIME**

**AWARD.—**An eligible State and an eligible partnership may receive a grant under each of sections 202, 203, and 204 only once.

**(3) PAYMENTS.—**The

Secretary shall make annual payments of grant funds awarded under this part.

**(b) PEER REVIEW.—**

**(1) PANEL.—**The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

**(2) PRIORITY.—**In recommending applications to the Secretary for funding under this part, the panel shall—

**(A)** with respect to grants under section 202, give priority to eligible States serving States that—

**(i)** have initiatives to reform State teacher certification requirements that are designed to ensure that

current and future teachers possess the necessary teaching skills and academic content knowledge in the subject areas in which the teachers are certified or licensed to teach;

**(ii)** include innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content area in which the teachers plan to teach and have strong teaching skills;

or

**(iii)** involve the development of innovative efforts aimed at reducing the shortage of highly qualified teachers in high poverty urban and rural areas;

**(B)** with respect to grants under section 203—

**(i)** give priority to applications from eligible partnerships that involve businesses; and

**(ii)** take into consideration—

**(I)** providing an equitable geographic distribution of the grants throughout the United States; and

**(II)** the potential of the proposed activities for creating improvement and positive change.

**(3) SECRETARIAL SELECTION.—**The

Secretary shall determine, based on the

peer review process, which application shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out.

**(c) MATCHING**

**REQUIREMENTS.—**

**(1) STATE GRANTS.—**

Each eligible State receiving a grant under section 202 or 204 shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the activities supported by the grant.

**(2) PARTNERSHIP**

**GRANTS.—**Each eligible partnership receiving a grant under section 203 or 204 shall provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year of the grant, 35 percent of the grant for the second year of the grant, and 50 percent of the grant for each succeeding year of the grant.

**(d) LIMITATION ON ADMINISTRATIVE**

**EXPENSES.—**An eligible State or eligible partnership that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

(e) TEACHER  
QUALIFICATIONS  
PROVIDED TO  
PARENTS UPON  
REQUEST.

—Any local educational agency or school that benefits from the activities assisted under this part shall make available, upon request and in an understandable and uniform format, to any parent of a student attending any school served by the local educational agency, information regarding the qualification of the student's classroom teacher with regard to the subject matter in which the teacher provides instruction. The local educational agency shall inform parents that the parents are entitled to receive the information upon request.

**SEC. 206. ø20 U.S.C. 1026c**  
**ACCOUNTABILITY  
AND EVALUATION.**

(a) STATE GRANT ACCOUNTABILITY REPORT.—An eligible State that receives a grant under section 202 shall submit an annual accountability report to the Secretary, the Committee on Labor and Human Resources of the Senate, and the Committee on Education and the Workforce of the House of Representatives. Such report shall include a description of the degree to which the eligible State, in using

funds provided under such section, has made substantial progress in meeting the following goals:

(1) STUDENT  
ACHIEVEMENT.—

Increasing student achievement for all students as defined by the eligible State.

(2) RAISING  
STANDARDS.—Raising the State academic standards required to enter the teaching profession, including, where appropriate, through the use of incentives to incorporate the requirement of an academic major in the subject, or related discipline, in which the teacher plans to teach.

(3) INITIAL  
CERTIFICATION OR  
LICENSURE.—Increasing success in the pass rate for initial State teacher certification or licensure, or increasing the numbers of highly qualified individuals being certified or licensed as teachers through alternative programs.

(4) CORE ACADEMIC  
SUBJECTS.—

(A) SECONDARY  
SCHOOL CLASSES.—Increasing the percentage of secondary school classes taught in core academic subject areas by teachers—

(i) with academic majors in those areas or in a related field;  
(ii) who can demonstrate a high level of competence through

rigorous academic subject area tests;  
or

(iii) who can demonstrate competence through a high level of performance in relevant content areas.

(B) ELEMENTARY  
SCHOOL CLASSES.—

Increasing the percentage of elementary school classes taught by teachers—

(i) with academic majors in the arts and sciences;  
or

(ii) who can demonstrate competence through a high level of performance in core academic subjects.

(5) DECREASING  
TEACHER  
SHORTAGES.—Decreasing shortages of qualified teachers in poor urban and rural areas.

(6) INCREASING  
OPPORTUNITIES FOR  
PROFESSIONAL  
DEVELOPMENT.

—Increasing opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified or licensed to teach or in which the teachers are working toward certification or licensure to teach, and that promotes strong teaching skills.

(7) TECHNOLOGY  
INTEGRATION.—

Increasing the number of teachers prepared to integrate technology in the classroom.

(b) ELIGIBLE PARTNERSHIP

EVALUATION.—Each eligible partnership receiving a grant under section 203 shall establish and include in the application submitted under section 203(c), an evaluation plan that includes

strong performance objectives. The plan shall include objectives and measures for—

(1) increased student achievement for all students as measured by the partnership;

(2) increased teacher retention in the first 3 years of a teacher's career;

(3) increased success in the pass rate for initial State certification or licensure of teachers; and

(4) increased percentage of secondary school classes taught in core academic subject areas by teachers—

(A) with academic majors in the areas or in a related field; and

(B) who can demonstrate a high level of competence through rigorous academic subject area tests or who can demonstrate competence through a high level of performance in relevant content areas;

(5) increasing the percentage of elementary school

classes taught by teachers with academic majors in the arts and sciences or who demonstrate competence through a high level of performance in core academic subject areas; and

(6) increasing the number of teachers trained in technology.

(c) REVOCATION OF GRANT.—

(1) REPORT.—Each eligible State or eligible partnership receiving a grant under this part shall report annually on the progress of the eligible State or eligible partnership toward meeting the purposes of this part and the goals, objectives, and measures described in subsections (a) and (b).

(2) REVOCATION.—

(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—If the Secretary determines that an eligible State or eligible applicant is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the second year of a grant under this part, then the grant payment shall not be made for the third year of the grant.

(B) ELIGIBLE PARTNERSHIPS.—If the Secretary determines that an eligible partnership is not making substantial progress in meeting the purposes, goals,

objectives, and measures, as appropriate, by the end of the third year of a grant under this part, then the grant payments shall not be made for any succeeding year of the grant.

(d) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this part and report the Secretary's findings regarding the activities to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives. The Secretary shall broadly disseminate successful practices developed by eligible States and eligible partnerships under this part, and shall broadly disseminate information regarding such practices that were found to be ineffective.

**SEC. 207. ø20 U.S.C. 1027ç**

**ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.**

(a) DEVELOPMENT OF DEFINITIONS AND REPORTING METHODS.—

Within 9 months of the date of enactment of the Higher Education Amendments of 1998, the Commissioner of the National Center for Education Statistics, in consultation with States and institutions of higher education, shall

develop key definitions for terms, and uniform reporting methods (including the key definitions for the consistent reporting of pass rates), related to the performance of elementary school and secondary school teacher preparation programs.

**(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION.**

—Each State that receives funds under this Act shall provide to the Secretary, within 2 years of the date of enactment of the Higher Education Amendments of 1998, and annually thereafter, in a uniform and comprehensible manner that conforms with the definitions and methods established in subsection (a), a State report card on the quality of teacher preparation in the State, which shall include at least the following:

- (1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.
- (2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.
- (3) A description of the extent to which the

assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.

(4) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

(5) The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.

(6) Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.

(7) A description of each State's alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who

pass State teacher certification or licensure assessments.

(8) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State, including indicators of teacher candidate knowledge and skills.

(9) Information on the extent to which teachers or prospective teachers in each State are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teachers provide instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

**(c) INITIAL REPORT.—**

(1) **IN GENERAL.**—Each State that receives funds under this Act, not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and in a uniform and comprehensible manner, shall submit to the Secretary the information described in paragraphs (1), (5), and (6) of subsection (b). Such information shall be compiled by the Secretary and submitted to the

Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives not later than 9 months after the date of enactment of the Higher Education Amendments of 1998.

(2) CONSTRUCTION.—Nothing in this subsection shall be construed to require a State to gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs.

(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION.—

(1) REPORT CARD.—The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (9) of subsection (b). Such report shall identify States for which eligible States and eligible partnerships received a grant under this part. Such report shall be so provided, published and made available not later than 2 years 6 months after the date of enactment of the Higher Education Amendments

of 1998 and annually thereafter.

(2) REPORT TO CONGRESS.—The Secretary shall report to Congress—

(A) a comparison of States' efforts to improve teaching quality; and  
(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

(3) SPECIAL RULE.—In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

(e) COORDINATION.—The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

(f) INSTITUTIONAL REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION.—

(1) REPORT CARD.—Each institution of higher education that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act, not later than 18 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter, shall report to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established under subsection (a), the following information:

(A) PASS RATE.—(i) For the most recent year for which the information is available, the pass rate of the institution's graduates on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of completing the program.

(ii) A comparison of the program's pass rate with the average pass rate for programs in the State.

(iii) In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information

with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

(B) PROGRAM INFORMATION.—The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the faculty-student ratio in supervised practice teaching.

(C) STATEMENT.—In States that approve or accredit teacher education programs, a statement of whether the institution's program is so approved or accredited.

(D) DESIGNATION AS LOW-PERFORMING.—Whether the program has been designated as low-performing by the State under section 208(a).

(2) REQUIREMENT.—The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates.

(3) FINES.—In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher

education for failure to provide the information described in this subsection in a timely or accurate manner.

**SEC. 208. ø20 U.S.C. 1028ç STATE FUNCTIONS.**

(a) STATE ASSESSMENT.—In order to receive funds under this Act, a State, not later than 2 years after the date of enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this part. Such assessment shall be described in the report under section 207(b).

(b) TERMINATION OF ELIGIBILITY.—Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State's approval or terminated the State's financial support due to

the low performance of the institution's teacher preparation program based upon the State assessment described in subsection (a)—

(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and  
(2) shall not be permitted to accept or enroll any student that receives aid under title IV of this Act in the institution's teacher preparation program.

(c) NEGOTIATED RULEMAKING.—If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.

**SEC. 209. ø20 U.S.C. 1029ç GENERAL PROVISIONS.**

(a) METHODS.—In complying with sections 207 and 208, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting and that the reporting methods protect the privacy of individuals.

(b) SPECIAL RULE.—For each State in which there are no State certification or licensure

assessments, or for States that do not set minimum performance levels on those assessments—

(1) the Secretary shall, to the extent practicable, collect data comparable to the data required under this part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

(2) notwithstanding any other provision of this part, the Secretary shall use such data to carry out requirements of this part related to assessments or pass rates.

(c) LIMITATIONS.—

(1) FEDERAL CONTROL PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to prohibit private, religious, or home schools from participation in programs or services under this part.

(2) NO CHANGE IN STATE CONTROL ENCOURAGED OR REQUIRED.

—Nothing in this part shall be construed to encourage or require any change in a State’s treatment of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. (3)

NATIONAL SYSTEM OF TEACHER CERTIFICATION PROHIBITED.

—Nothing in this part shall be construed to permit, allow, encourage, or authorize the Secretary to establish or support any national system of teacher certification.

**SEC. 210. ø20 U.S.C. 1030ç**

**AUTHORIZATION OF APPROPRIATIONS.**

may be necessary for each of the 4 succeeding fiscal years, of which—

(1) 45 percent shall be available for each fiscal year to award grants under section 202;

(2) 45 percent shall be available for each fiscal year to award grants under section 203; and

(3) 10 percent shall be available for each fiscal year to award grants under section 204.

*1998 Amendments to Higher Education Act of 1965*



**Code of Federal Regulations,  
Title 34, Volume 3,  
Parts 400 to end,  
[Revised as of July 1,  
2000]**

PART 611--TEACHER  
QUALITY  
ENHANCEMENT  
GRANTS PROGRAM  
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(Authority: 20 U.S.C. 1021 et seq. and 1024(e), unless otherwise noted.)

### **Subpart A--General Provisions**

#### **Sec. 611.1 What definitions apply to the Teacher Quality Enhancement Grants Program?**

The following definitions apply to this part:

High-need local educational agency (LEA) means an LEA that meets one of the following definitions:

(1) An LEA with at least one school--

(i) In which 50 percent or more of the enrolled students are eligible for free and reduced lunch subsidies; or

(ii) That otherwise is eligible, without receipt of a waiver, to operate as a schoolwide program under Title I of the Elementary and Secondary Education Act.

(2) An LEA that has one school where--

(i) More than 34 percent of academic classroom teachers overall (across all academic subjects) do not have a major, minor, or

significant course work in their main assignment field; or

(ii) More than 34 percent of the main assignment faculty in two of the core-subject departments do not have a major, minor, or significant work in their main assigned field.

(3) An LEA that serves a school whose attrition rate among classroom teachers was 15 percent or more over the last three school years. High-need school means an elementary, middle, or secondary school operated by a high-need LEA in which the school's students or teaching staff meet the elements in paragraphs (1), (2), or (3) of the definition of a high-need LEA. Main assignment field means the academic field in which teachers have the largest percentage of their classes. Significant course work means four or more college-or graduate-level courses in the content area.

(Authority: 20 U.S.C. 1024(e))

#### **Sec. 611.2 What management plan must be included in a Teacher Quality Enhancement Grants Program application?**

(a) In addition to a description of the proposed multiyear project, timeline, and budget information required by 34 CFR 75.112 and 75.117

and other applicable law, an applicant for a grant under this part must submit with its application under paragraphs (a)(1), (a)(2)(iii), or (a)(3)(iii) of Sec. 611.3, as appropriate, a management plan that includes a proposed multiyear workplan.

(b) At a minimum, this workplan must identify, for each year of the project--

(1) The project's overall objectives;

(2) Activities that the applicant proposes to implement to promote each project objective;

(3) Benchmarks and timelines for conducting project activities and achieving the project's objectives;

(4) The individual who will conduct and coordinate these activities;

(5) Measurable outcomes that are tied to each project objective, and the evidence by which success in achieving these objectives will be measured; and

(6) Any other information that the Secretary may require.

(c)(1) In any application for a grant that is submitted on behalf of a partnership, the workplan also must identify which partner will be responsible for which activities.

(2) In any application for a grant that is submitted on behalf of a State, the workplan must identify which

entities in the State will be responsible for which activities.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.3 What procedures does the Secretary use to award a grant?**

The Secretary uses the selection procedures in 34 CFR 75.200 through 75.222 except that--

(a) Application procedures for each program. (1) For the State Grants Program, the Secretary evaluates applications for new grants on the basis of the selection criteria and competitive preference contained in Secs. 611.11 through 611.13.

(2) For the Partnership Grants Program, the Secretary--

(i) Uses a two-stage application process to determine which applications to fund;

(ii) Uses the selection criteria in Secs. 611.21 through 611.22 to evaluate pre-applications submitted for new grants, and to determine those applicants to invite to submit full program applications; and

(iii) For those applicants invited to submit full applications, uses the selection criteria and competitive preference in Secs. 611.23-611.25 to evaluate the full program applications.

(3) For the Teacher Recruitment Grants Program, the Secretary--

(i) Uses a two-stage application process to determine which applications to fund;

(ii) Uses the selection criteria in Sec. 611.31 to evaluate pre-applications submitted for new grants, and to determine those applicants to invite to submit full program applications; and

(iii) For those applicants invited to submit full applications, uses the selection criteria in Sec. 611.32 to evaluate the full program applications.

(b) Required budgets in pre-applications. An applicant that submits a pre-application for a Partnership Program or Teacher Recruitment Program grant under paragraphs (b)(2)(ii) and (b)(3)(ii) must also submit any budgetary information that the Secretary may require in the program application package.

(c) Tie-breaking procedures. In the event that two or more applicants are ranked equally for the last available award under any program, the Secretary selects the applicant whose activities will focus (or have most impact) on LEAs and schools located in one (or more) of the Nation's Empowerment Zones and Enterprise Communities.

(Authority: 20 U.S.C. 1021 et seq.)

**Subpart B--State Grants Program**

**Sec. 611.11 What are the program's general selection criteria?**

In evaluating the quality of applications, the Secretary uses the following selection criteria.

(a) Quality of project design. (1) The Secretary considers the quality of the project design.

(2) In determining the quality of the project design, the Secretary considers the extent to which--

(i) The project design will result in systemic change in the way that all new teachers are prepared, and includes partners from all levels of the education system;

(ii) The Governor and other relevant executive and legislative branch officials, the K-16 education system or systems, and the business community are directly involved in and committed to supporting the proposed activities;

(iii) Project goals and performance objectives are clear, measurable outcomes are specified, and a feasible plan is presented for meeting them;

(iv) The project is likely to initiate or enhance and supplement systemic

State reforms in one or more of the following areas: teacher recruitment, preparation, licensing, and certification;

(v) The applicant will ensure that a diversity of perspectives is incorporated into operation of the project, including those of parents, teachers, employers, academic and professional groups, and other appropriate entities; and

(vi) The project design is based on up-to-date knowledge from research and effective practice.

(b) Significance. (1) The Secretary considers the significance of the project.

(2) In determining the significance of the project, the Secretary considers the extent to which--

(i) The project involves the development or demonstration of promising new strategies or exceptional approaches in the way new teachers are recruited, prepared, certified, and licensed;

(ii) Project outcomes lead directly to improvements in teaching quality and student achievement as measured against rigorous academic standards;

(iii) The State is committed to institutionalize the project after federal funding ends; and

(iv) Project strategies, methods, and accomplishments are replicable, thereby permitting other States to benefit from them.

(c) Quality of resources. (1) The Secretary considers the quality of the project's resources.

(2) In determining the quality of the project resources, the Secretary considers the extent to which--

(i) Support available to the project, including personnel, equipment, supplies, and other resources, is sufficient to ensure a successful project;

(ii) Budgeted costs are reasonable and justified in relation to the design, outcomes, and potential significance of the project; and

(iii) The applicant's matching share of the budgeted costs demonstrates a significant commitment to successful completion of the project and to project continuation after federal funding ends.

(d) Quality of management plan. (1) The Secretary considers the quality of the project's management plan.

(2) In determining the quality of the management plan, the Secretary considers the following factors:

(i) The extent to which the management plan, including the workplan, is designed to

achieve goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones, and measurable outcomes for accomplishing project tasks.

(ii) The adequacy of procedures to ensure feedback and continuous improvements in the operation of the project.

(iii) The qualifications, including training and experience, of key personnel charged with implementing the project successfully.

(Authority: 20 U.S.C. 1021 et seq.)

#### **Sec. 611.12 What additional selection criteria are used for an application proposing teacher recruitment activities?**

In reviewing applications that propose to undertake teacher recruitment activities, the Secretary also considers the following selection criteria:

(a) In addition to the elements contained in Sec. 611.11(a) (Quality of project design), the Secretary considers the extent to which the project addresses--

(1) Systemic changes in the ways that new teachers are to be recruited, supported and prepared; and

(2) Systemic efforts to recruit, support, and prepare prospective teachers from disadvantaged and other underrepresented backgrounds.

(b) In addition to the elements contained in Sec. 611.11(b) (Significance), the Secretary considers the applicant's commitment to continue recruitment activities, scholarship assistance, and preparation and support of additional cohorts of new teachers after funding under this part ends.

(c) In addition to the elements contained in Sec. 611.11(c) (Quality of resources), the Secretary considers the impact of the project on high-need LEAs and high-need schools based upon--

(1) The amount of scholarship assistance the project will provide students from federal and non-federal funds;

(2) The number of students who will receive scholarships; and

(3) How those students receiving scholarships will benefit from high-quality teacher preparation and an effective support system during their first three years of teaching.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.13 What competitive preference does the Secretary provide?**

The Secretary provides a competitive preference on the basis of how well the State's proposed activities in any one or more of the following statutory priorities are likely to yield successful and sustained results:

(a) Initiatives to reform State teacher licensure and certification requirements so that current and future teachers possess strong teaching skills and academic content knowledge in the subject areas in which they will be certified or licensed to teach.

(b) Innovative reforms to hold higher education institutions with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content areas and have strong teaching skills.

(c) Innovative efforts to reduce the shortage (including the high turnover) of highly competent teachers in high-poverty urban and rural areas.

(Authority: 20 U.S.C. 1021 et seq.)

**Subpart C--  
Partnership Grants  
Program**

**Sec. 611.21 What are the program's selection criteria for pre-applications?**

In evaluating the quality of pre-applications, the Secretary uses the

following selection criteria.

(a) Project goals and objectives. (1) The Secretary considers the goals and objectives of the project design.

(2) In determining the quality of the project goals and objectives, the Secretary considers the following factors:

(i) The extent to which the partnership's vision will produce significant and sustainable improvements in teacher education.

(ii) The needs the partnership will address.

(iii) How the partnership and its activities would be sustained once federal support ends.

(b) Partnering commitment. (1) The Secretary considers the partnering commitment embodied in the project.

(2) In determining the quality of the partnering commitment, the Secretary considers the following factors:

(i) Evidence of how well the partnership would be able to accomplish objectives working together that its individual members could not accomplish working separately.

(ii) The significance of the roles given to each principal partner in implementing project activities.

(c) Quality and comprehensiveness of key project components.

(1) The Secretary considers the quality

and comprehensiveness of key project components in the process of preparing new teachers.

(2) In determining the quality and comprehensiveness of key project components in the process of preparing new teachers, the Secretary considers the extent to which--

(i) Specific activities are designed and would be implemented to ensure that students preparing to be teachers are adequately prepared, including activities designed to ensure that they have improved content knowledge, are able to use technology effectively to promote instruction, and participate in extensive, supervised clinical experiences;

(ii) Specific activities are designed and would be implemented to ensure adequate support for those who have completed the teacher preparation program during their first years as teachers; and

(iii) The project design reflects up-to-date knowledge from research and effective practice.

(d) Specific project outcomes. (1) The Secretary considers the specific outcomes the project would produce in the preparation of new teachers.

(2) In determining the specific outcomes the project would produce in the preparation of new teachers, the Secretary considers the following factors:

(i) The extent to which important aspects of the partnership's existing teacher preparation system would change.

(ii) The way in which the project would demonstrate success using high-quality performance measures.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.22 What additional selection criteria are used for a pre-application that proposes teacher recruitment activities?**

In reviewing pre-applications that propose to undertake teacher recruitment activities, the Secretary also considers the following selection criteria:

(a) In addition to the elements contained in Sec. 611.21(a) (Project goals and objectives), the Secretary considers the extent to which--

(1) The partnership's vision responds to LEA needs for a diverse and high quality teaching force, and will lead to reduced teacher shortages in these high-need LEAs; and

(2) The partnership will sustain its work

after federal funding has ended by recruiting, providing scholarship assistance, training and supporting additional cohorts of new teachers.

(b) In addition to the elements contained in Sec. 611.21(c) (Quality and comprehensiveness of key project components), the Secretary considers the extent to which the project will--

(1) Significantly improve recruitment of new students, including those from disadvantaged and other underrepresented backgrounds; and

(2) Provide scholarship assistance and adequate training to preservice students, as well as induction support for those who become teachers after graduating from the teacher preparation program.

(c) In addition to the elements contained in Sec. 611.21(d) (Specific project outcomes), the Secretary considers the extent to which the project addresses the number of new teachers to be produced and their ability to teach effectively in high-need schools.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.23 What are the program's general selection criteria for full applications?**

In evaluating the quality of applications, the Secretary uses the following selection criteria.

(a) Quality of project design. (1) The Secretary considers the quality of the project design.

(2) In determining the quality of the project design, the Secretary considers the following factors:

(i) The extent of evidence of institution-wide commitment to high quality teacher preparation that includes significant policy and practice changes supported by key leaders, and which result in permanent changes to ensure that preparing teachers is a central mission of the entire university.

(ii) The extent to which the partnership creates and sustains collaborative mechanisms to integrate professional teaching skills, including skills in the use of technology in the classroom, with strong academic content from the arts and sciences.

(iii) The extent of well-designed and extensive preservice clinical experiences for students, including mentoring and other forms of support, implemented through collaboration between the K-12 and higher education partners.

(iv) Whether a well-planned, systematic induction program is

established for new teachers to increase their chances of being successful in high-need schools.

(v) The strength of linkages within the partnership between higher education and high-need schools or school districts so that all partners have important roles in project design, implementation, governance and evaluation.

(vi) Whether the project design is based on up-to-date knowledge from research and effective practice, especially on how students learn.

(b) Significance of project activities. (1) The Secretary considers the significance of project activities.

(2) In determining the significance of the project activities, the Secretary considers the following factors:

(i) How well the project involves promising new strategies or exceptional approaches in the way new teachers are recruited, prepared and inducted into the teaching profession.

(ii) The extent to which project outcomes include preparing teachers to teach to their State's highest K-12 standards, and are likely to result in improved K-12 student achievement.

(iii) The extent to which the partnership has specific plans to

institutionalize the project after federal funding ends.

(iv) The extent to which the partnership is committed to disseminating effective practices to others and is willing to provide technical assistance about ways to improve teacher education.

(v) How well the partnership will integrate its activities with other education reform efforts underway in the State or communities where the partners are located, and will coordinate its work with local, State or federal teacher training, teacher recruitment, or professional development programs.

(c) Quality of resources. (1) The Secretary considers the quality of resources of project activities.

(2) In determining the quality of resources, the Secretary considers the extent to which--

(i) Support available to the project, including personnel, equipment, supplies, and other resources, is sufficient to ensure a successful project;

(ii) Budgeted costs are reasonable and justified in relation to the design, outcomes, and potential significance of the project; and

(iii) The applicant's matching share of the budgeted costs demonstrates a significant commitment to successful

completion of the project and to project continuation after federal funding ends.

(d) Quality of management plan. (1) The Secretary considers the quality of the management plan.

(2) In determining the quality of the management plan, the Secretary considers the following factors:

(i) The extent to which the management plan, including the work plan, is designed to achieve goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones, and measurable outcomes for accomplishing project tasks.

(ii) The extent to which the project has an effective, inclusive, and responsive governance and decision-making structure that will permit all partners to participate in and benefit from project activities, and to use evaluation results to ensure continuous improvements in the operations of the project.

(iii) The qualifications, including training and experience, of key personnel charged with implementing the project successfully.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.24 What additional selection criteria are used for a full application that proposes teacher recruitment activities?**

In reviewing full applications that propose to undertake teacher recruitment activities, the Secretary also considers the following selection criteria:

(a) In addition to the elements contained in Sec. 611.23(a) (Quality of project design), the Secretary considers the extent to which the project reflects--

(1) A commitment to recruit, support and prepare additional well-qualified new teachers for high-need schools;

(2) Appropriate academic and student support services; and

(3) A comprehensive strategy for addressing shortages of well-qualified and well-trained teachers in high-need LEAs, especially teachers from disadvantaged and other underrepresented backgrounds.

(b) In addition to the elements contained in Sec. 611.23(b) (Significance of project activities), the Secretary considers the extent to which the project promotes the recruitment, scholarship assistance,

preparation, and support of additional cohorts of new teachers.

(c) In addition to the elements contained in Sec. 611.23(c) (Quality of Resources), the Secretary considers the impact of the project on high-need LEAs and high-need schools based upon--

(1) The amount of scholarship assistance the project will provide students from federal and non-federal funds;

(2) The number of students who will receive scholarships; and

(3) How those students receiving scholarships will benefit from high-quality teacher preparation and an effective support system during their first three years of teaching.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.25 What competitive preference does the Secretary provide?**

The Secretary provides a competitive preference on the basis of how well the project includes a significant role for private business in the design and implementation of the project.

(Authority: 20 U.S.C. 1021 et seq.)

**Subpart D--Teacher Recruitment Grants Program**



**Sec. 611.31 What are the program's selection criteria for pre-applications?**

In evaluating pre-applications, the Secretary considers the following criteria:

(a) Project goals and objectives. (1) The Secretary considers the goals and objectives of the project design.

(2) In determining the quality of the project goals and objectives, the Secretary considers how the partnership or State applicant intends to--

(i) Produce significant and sustainable improvements in teacher recruitment, preparation, and support; and

(ii) Reduce teacher shortages in high-need LEAs and schools, and improve student achievement in the schools in which teachers who participate in its project will teach.

(b) Partnership commitment. (1) The Secretary considers the partnering commitment embodied in the project.

(2) In determining the quality of the partnering commitment, the Secretary considers the following factors:

(i) What the partnership, or the State and its cooperating entities, can accomplish by working together that could not be achieved by working separately.

(ii) How the project proposed by the partnership or State is

driven by the needs of LEA partners.

(c) Quality of key project components. (1) The Secretary considers the quality of key project components.

(2) In determining the quality of key project components, the Secretary considers the following factors:

(i) The extent to which the project would make significant and lasting systemic changes in how the applicant recruits, trains, and supports new teachers, and reflects knowledge gained from research and practice.

(ii) The extent to which the project would be implemented in ways that significantly improve recruitment, scholarship assistance to preservice students, training, and induction support for new entrants into teaching.

(d) Specific project outcomes. (1) The Secretary considers the specific outcomes the project would produce in the recruitment, preparation, and placement of new teachers.

(2) In determining the specific outcomes the project would produce in the recruitment, preparation, and placement of new teachers, the Secretary considers the following factors:

(i) The number of teachers to be produced and the quality of their preparation.

(ii) The partnership's or State's commitment to sustaining the work of the project after federal funding has ended by recruiting, providing scholarship assistance, training, and supporting additional cohorts of new teachers.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.32 What are the program's general selection criteria?**

In evaluating the quality of full applications, the Secretary uses the following selection criteria.

(a) Quality of the project design. (1) The Secretary considers the quality of the project design for ensuring that activities to recruit and prepare new teachers are a central mission of the project.

(2) In considering the quality of the project design for ensuring that activities to recruit and prepare new teachers are a central mission of the project, the Secretary considers the extent to which the project design--

(i) Shows evidence of institutional or (in the case of a State applicant) State-level commitment both to recruitment of additional new teachers, and to high-quality teacher preparation that includes significant policy and practice changes supported by

key leaders and that result in permanent changes to current institutional practices;

(ii) Creates and sustains collaborative mechanisms to integrate professional teaching skills, including skills in the use of technology in the classroom, with academic content provided by the school of arts and sciences;

(iii) Includes well-designed academic and student support services as well as carefully planned and extensive preservice clinical experiences for students, including mentoring and other forms of support, that are implemented through collaboration between the K-12 and higher education partners;

(iv) Includes establishment of a well-planned, systematic induction program for new teachers that increases their chances of being successful in high-need schools;

(v) Includes strong linkages among the partner institutions of higher education and high-need schools and school districts (or, in the case of a State applicant, between the State and these entities in its project), so that all those who would implement the project have important roles in project design, implementation, governance, and evaluation;

(vi) Responds to the shortages of well-qualified and well-trained teachers in high-need school districts, especially from disadvantaged and other underrepresented backgrounds; and

(vii) Is based on up-to-date knowledge from research and effective practice.

(b) Significance. (1) The Secretary considers the significance of the project.

(2) In determining the significance of the project, the Secretary considers the extent to which--

(i) The project involves promising new strategies or exceptional approaches in the way new teachers are recruited, prepared, and inducted into the teaching profession;

(ii) Project outcomes include measurable improvements in teacher quality and in the number of well-prepared new teachers, that are likely to result in improved K-12 student achievement;

(iii) The project will be institutionalized after federal funding ends, including recruitment, scholarship assistance, preparation, and support of additional cohorts of new teachers;

(iv) The project will disseminate effective practices to others, and provide technical assistance about ways to improve teacher recruitment and preparation; and

(v) The project will integrate its activities with other education reform activities underway in the State or communities in which the project is based, and will coordinate its work with local, State, and federal teacher recruitment, training, and professional development programs.

(c) Quality of resources. (1) The Secretary considers the quality of the project's resources.

(2) In determining the quality of the project's resources, the Secretary considers the extent to which--

(i) The amount of support available to the project, including personnel, equipment, supplies, student scholarship assistance, and other resources is sufficient to ensure a successful project.

(ii) Budgeted costs are reasonable and justified in relation to the design, outcomes, and potential significance of the project.

(iii) The applicant's matching share of budgeted costs demonstrates a significant commitment to successful completion of the project, and to project continuation after federal funding ends.

(d) Quality of management plan. (1) The Secretary considers the quality of the

project's management plan.

(2) In determining the quality of the management plan, the Secretary considers the following factors:

(i) The extent to which the management plan, including the workplan, is designed to achieve goals and objectives of the project, and includes clearly defined activities, responsibilities, timelines, milestones, and measurable outcomes for accomplishing project tasks.

(ii) The extent to which the project has an effective, inclusive, and responsive governance and decision-making structure that will permit all partners to participate in and benefit from project activities, and to use evaluation results to continuously improve project operations.

(iii) The qualifications, including training and experience, of key personnel charged with implementing the project successfully.

(Authority: 20 U.S.C. 1021 et seq.)

### **Subpart E-- Scholarships**

Sec. 611.41 Under what circumstances may an individual receive a scholarship of program funds to attend a

teacher training program?

(a) General: The service obligation. An individual, whom a grantee finds eligible to receive a scholarship funded under this part to attend a teacher preparation program, may receive the scholarship only after executing a binding agreement with the institution of higher education (IHE) offering the scholarship that, after completing the program, the individual will either--

(1) Teach in a high-need school of a high-need LEA for a period of time equivalent to the period for which the individual receives the scholarship; or

(2) Repay, as set forth in Sec. 611.43, the Teacher Quality Enhancement Grant Program funds provided as a scholarship.

(b) Content of the scholarship agreement. To implement the service-obligation requirement, the scholarship agreement must include terms, conditions, and other information consistent with Secs. 611.42-611.49 that the Secretary determines to be necessary.

(Authority: 20 U.S.C. 1024(e))

### **Sec. 611.42 How does the Secretary calculate the period of the scholarship**

### **recipient's service obligation?**

a) Calculation of period of scholarship assistance. (1) The Secretary calculates the period of time for which a student received scholarship assistance on the basis of information provided by the grantee under Sec. 611.50.

(2) The period for which the recipient received scholarship assistance is the period during which an individual enrolled in the teacher preparation program on a full-time basis, excluding the summer period, would have completed the same course of study.

(b) Calculation of period needed to teach to meet the service obligation. (1) The period of the scholarship recipient's service obligation is the period of the individual's receipt of scholarship assistance as provided in paragraph (a) of this section.

(2) The Secretary calculates the period that a scholarship recipient must teach in a high-need school of a high-need LEA in order to fulfill his or her service obligation by--

(i) Comparing the period in which the recipient received a scholarship as provided in paragraph (a) of this section with the information provided by the high-need LEA under Secs. 611.46 and

611.47 on the period the recipient has taught in one of its high-need schools; and

(ii) Adjusting the period in which the recipient has taught in a high-need school to reflect the individual's employment, if any, as a teacher on a part-time basis relative to classroom teachers the LEA employs on a full-time basis under the LEA's standard yearly contract (excluding any summer or intersession period).

(c) The Secretary adjusts the period of a scholarship recipient's service obligation as provided in paragraph (b) of this section to reflect information the high-need LEA provides under Secs. 611.46 and 611.47 that the scholarship recipient also has taught in a high-need school in a summer or intersession period.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.43 What are the consequences of a scholarship recipient's failure to meet the service obligation?**

(a) Obligation to repay: General. (1) A scholarship recipient who does not fulfill his or her service obligation must--

(i) Repay the Department the full amount of the scholarship, including the principal balance, accrued

interest, and any collection costs charged under paragraphs (c) and (d) of this section; or

(ii) Be discharged of any repayment obligation as provided in Sec. 611.45.

(2) Unless the service obligation is deferred as provided in Sec. 611.44 or the repayment requirement is discharged, the obligation to repay the amount provided in paragraph (a)(1) of this section begins six months after the date the recipient--

(i) Completes the teacher training program without beginning to teach in a high-need school of a high-need LEA; or

(ii) Is no longer enrolled in the teacher training program.

(3) The Secretary determines whether a scholarship recipient has fulfilled the service obligation on the basis of information that the Department receives as provided in Secs. 611.46 and 611.47.

(b) Obligation to Repay: Partial performance of the service obligation. (1) A scholarship recipient who teaches in a high-need school of a high-need school district for less than the period of his or her service obligation must repay--

(i) The amount of the scholarship that is

proportional to the unmet portion of the service obligation;

(ii) Interest that accrues on this portion of the scholarship beginning six months after the recipient's graduation from the teacher preparation program; and

(iii) Costs of collection, if any.

(2) Unless the service obligation is deferred or the repayment requirement is discharged, the obligation to repay the amount provided in paragraph (b)(1) of this section begins six months after the date the recipient is no longer employed as a teacher in a high-need school of a high-need LEA.

(c) Availability of payment schedule. (1) Upon request to the Secretary, the scholarship recipient may repay the scholarship and accrued interest according to a payment schedule that the Secretary establishes.

(2) A payment schedule must permit the full amount of the scholarship and accrued interest to be repaid within ten years. The minimum monthly payment is \$50 unless a larger monthly payment is needed to enable the full amount that is due to be paid within this timeframe.

(d) Interest. In accordance with 31

U.S.C. 3717 and 34 CFR part 30, the Secretary charges interest on the unpaid balance that the scholarship recipient owes. However, except as provided in Sec. 611.44(d), the Secretary does not charge interest for the period of time that precedes the date on which the scholarship recipient is required to begin repayment.

(e) Failure to meet requirements. A scholarship recipient's failure to satisfy the requirements of Secs. 611.42-611.48 in a timely manner results in the recipient being--

(1) In non-compliance with the terms of the scholarship;

(2) Liable for repayment of the scholarship and accrued interest; and

(3) Subject to collection action.

(f) Action by reason of default. The Secretary may take any action authorized by law to collect the amount of scholarship, accrued interest and collection costs, if any, on which a scholarship recipient obligated to repay under this section has defaulted. This action includes, but is not limited to, filing a lawsuit against the recipient, reporting the default to national credit bureaus, and requesting the Internal Revenue

Service to offset the recipient's Federal income tax refund.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.44 Under what circumstances may the Secretary defer a scholarship recipient's service obligation?**

(a) Upon written request, the Secretary may defer a service obligation for a scholarship recipient who--

(1) Has not begun teaching in a high-need school of a high-need LEA as required by Sec. 611.41(a); or

(2) Has begun teaching in a high-need school of a high-need LEA, and who requests the deferment within six months of the date he or she no longer teaches in this school.

(b) To obtain a deferment of the service obligation, the recipient must provide the Secretary satisfactory information of one or more of the following circumstances:

(1) Serious physical or mental disability that prevents or substantially impairs the scholarship recipient's employability as a teacher.

(2) The scholarship recipient's inability, despite due diligence (for reasons that may include the failure to pass a required teacher

certification or licensure examination), to secure employment as a teacher in a high-need school of a high-need school LEA.

(3) Membership in the armed forces of the United States on active duty for a period not to exceed three years.

(4) Other extraordinary circumstances that the Secretary accepts.

(c) Unless the Secretary determines otherwise--

(1) A scholarship recipient must apply to renew a deferment of the service obligation on a yearly basis; and

(2) The recipient has 60 days from the end of the deferment period to begin teaching in a high-need school of a high-need LEA or become liable for repayment of the scholarship, any accrued interest, and any costs of collection.

(d)(1) As provided in Sec. 611.43(a)(2), during periods for which the Secretary defers a scholarship recipient's service obligation, the scholarship recipient does not have an obligation to repay the scholarship. However, interest continues to accrue on the amount of the scholarship.

(2) If the scholarship recipient fulfills his or her service obligation after the end of the deferment, the Secretary waives the

obligation to repay  
accrued interest.

(Authority: 20 U.S.C.  
1024(e))

**Sec. 611.45 Under  
what circumstances  
does the Secretary  
discharge a  
scholarship recipient's  
obligation to repay for  
failure to meet the  
service obligation?**

(a) The Secretary  
discharges the  
obligation of a  
scholarship  
recipient to repay the  
scholarship, interest,  
and any costs for failure  
to meet the service  
obligation based on  
information acceptable  
to the Secretary of--

(1) The recipient's  
death; or

(2) The total and  
permanent physical or  
mental disability of the  
recipient that prevents  
the individual from  
being employable as a  
classroom teacher.

(b) Upon receipt of  
acceptable  
documentation and  
approval of the  
discharge request, the  
Secretary returns to the  
scholarship recipient,  
or for a discharge based  
on death to the  
recipient's estate, those  
payments received after  
the date the eligibility  
requirements for  
discharge were met. The  
Secretary returns these  
payments whether they  
are received before or  
after the date the  
discharge was  
approved.

(Authority: 20 U.S.C.  
1024(e))

**Sec. 611.46 What are  
a scholarship  
recipient's reporting  
responsibilities upon  
graduation from the  
teacher preparation  
program?**

(a) Within six months  
of graduating from a  
teacher preparation  
program, a scholarship  
recipient must either--

(1) Have the LEA in  
which the recipient is  
employed as a teacher  
provide the Department  
information, which the  
Secretary may require,  
to confirm--

(i) The home address,  
phone number, social  
security number, and  
other identifying  
information about the  
recipient;

(ii) That he or she is  
teaching in a high-need  
school of a high-need  
LEA; and

(iii) Whether the  
individual is teaching  
full- or part-time and, if  
part-time, the full-time  
equivalency of this  
teaching compared to  
the LEA's full-time  
teachers;

(2) Provide the  
Department--

(i) A notarized  
statement that the  
scholarship recipient  
has asked the LEA to  
provide the Department  
the information  
identified in  
paragraph (a)(1) of this  
section, including the  
name and telephone  
number of the LEA  
official to whom the  
request was made; and

(ii) A copy of the  
information identified in  
paragraph (a)(1) of  
this section that the  
recipient has asked the  
LEA to provide to the  
Department; or

(3) Provide the  
Department a current  
home address and  
telephone number, a  
work address and  
telephone number, the  
recipient's social  
security number, and  
one of the following:

(i) The required  
repayment of the  
scholarship.

(ii) A request that the  
Secretary permit the  
recipient to repay the  
scholarship and  
accrued interest in  
installments as  
permitted by Sec.  
611.43(c).

(iii) A request that the  
Secretary defer the  
service obligation as  
permitted by Sec.  
611.44.

(b) If the recipient  
provides the  
Department the  
information  
identified in paragraph  
(a)(1) of this section, the  
Department accepts  
the information  
provisionally, but the  
recipient retains  
responsibility for  
working to have the LEA  
submit the information.

(Authority: 20 U.S.C.  
1024(e))

**Sec. 611.47 What are  
a scholarship  
recipient's reporting  
responsibilities upon  
the close of the LEA's  
academic year?**

(a) At the close of the LEA's academic year, a scholarship recipient whose LEA reports under Sec. 611.46(a) that he or she is teaching in a high-need school of a high-need LEA must--

(1) Have the LEA provide information to the Department, as the Secretary may require, that confirms the recipient's actual employment status for the preceding period; or

(2) Provide the Department--

(i) A notarized statement that the scholarship recipient has asked the LEA to provide the Department the information identified in paragraph (a)(1) of this section, including the name and telephone number of the LEA official to whom the request was made; and

(ii) A copy of the information identified in paragraph (a)(1) of this section that the recipient has asked the LEA to provide to the Department.

(b) If the recipient provides the Department the notarized statement and accompanying information identified in paragraph (a)(2) of this section, the Department accepts the information provisionally, but the recipient retains an ongoing responsibility for working to have the LEA submit the information directly to the Department.

(c) In subsequent school years, the recipient must have the LEA continue to provide information to the Department on the recipient's employment as the Secretary may require, until the Department notifies the recipient that the service obligation has been fulfilled. The alternative procedures in paragraph (a)(2) of this section also apply in subsequent years.

(d)(1) The Secretary provides a scholarship recipient with credit toward the service obligation for teaching in a high-need school of a high-need LEA during a summer or intersession period (for LEAs that operate year-round programs).

(2) To receive this credit, the recipient must have the LEA at the end of the summer or intersession period provide information to the Department, as the Secretary may require, that confirms that the recipient has taught during this period in a high-need school.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.48 What are a scholarship recipient's reporting responsibilities upon failure to graduate or withdrawal of scholarship support?**

(a)(1) Within six months of the date the scholarship recipient is no longer enrolled in the

teacher training program, or within six months of the IHE's withdrawal of scholarship support for failure to maintain good academic standing, the recipient must submit to the Department--

(i) The required repayment of the scholarship;

(ii) A request that the Secretary establish a binding schedule under which the recipient is obligated to repay the scholarship, accrued interest, and any costs of collection; or

(iii) A request that the Secretary defer the service obligation as permitted by Sec. 611.44.

(2) Upon review of the repayment or information provided under paragraph (a)(1) of this section, the Department notifies the recipient of the status of the recipient's obligations and of any schedule under which the recipient must repay the scholarship.

(b) Until the Secretary determines that the individual either has satisfied his or her service obligation or has repaid the full amount of the scholarship, accrued interest, and any costs, the recipient also remains responsible for providing the Department--

(1) The information identified in this part; and

(2) A current home address and telephone number, and a current work address and work telephone number.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.49 What are a grantee's responsibilities for implementing the scholarship requirements before awarding a scholarship?**

Before awarding scholarship assistance with funds provided under this part to any student attending a teacher preparation program, a grantee must--

(a) Ensure that the student understands the terms and conditions that the Secretary has determined must be included in the scholarship agreement;

(b) Have the student and the institution awarding the scholarship execute a scholarship agreement that contains these terms and conditions; and

(c) Establish policies for--

(1) The withdrawal of scholarship support for any student who does not remain in good academic standing; and

(2) Determining when and if re-negotiation of a student's scholarship package over an extended period of time is appropriate.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.50 What are a grantee's reporting responsibilities?**

(a) Within 30 days of the beginning of the teacher preparation program's academic term or within 30 days of the execution of any scholarship agreement, whichever is later, the grantee must provide to the Department the following information:

(1) The identity of each scholarship recipient.

(2) The amount of the scholarship provided with program funds to each recipient.

(3) The full-time equivalency, over each academic year, of each recipient's enrollment in the teacher training program for which he or she receives scholarship assistance.

(4) Other information as the Secretary may require.

(b) Within 30 days of a scholarship recipient's graduation or withdrawal from the teacher preparation program, the grantee must provide to the Department the following information:

(1) The date of the recipient's graduation or withdrawal.

(2) The total amount of program funds the grantee awarded as a scholarship to the recipient.

(3) The original of any scholarship agreement executed by the scholarship recipient and the grantee (or its partnering IHE if the grantee is not an IHE) before the recipient was awarded a scholarship with program funds.

(4) A statement of whether the institution has withdrawn scholarship support because of the recipient's failure to maintain good academic standing.

(5) Other information as the Secretary may require.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.51 How does a grantee ensure that a scholarship recipient understands the terms and conditions of the scholarship before the recipient leaves the teacher preparation program?**

(a) An institution that provides a scholarship with funds provided under this part must conduct an exit conference with each scholarship recipient before that individual leaves the institution. During the exit conference the institution must give the recipient a copy of any scholarship agreement the recipient has executed.

(b) The institution also must review with the recipient the terms and conditions of the scholarship, including--



(1) The recipient's service obligation;

(2) How the recipient can confirm whether a school and LEA in which he or she would teach will satisfy the service obligation;

(3) Information that the recipient will need to have the LEA provide to the Department to enable the Secretary to confirm that the recipient is meeting the service obligation;

(4) How the recipient may request a deferment of the service obligation, and information that the recipient should provide the Department in any deferment request;

(5) The consequences of failing to meet the service obligation including, at a minimum, the amount of the recipient's potential indebtedness; the possible referral of the indebtedness to a collection firm, reporting it to a credit bureau, and litigation; and the availability of a monthly payment schedule;

(6) The amount of scholarship assistance and interest charges that the recipient must repay for failing to meet the service obligation; and

(7) The recipient's responsibility to ensure that the Department has a home address and telephone number, and a work address and telephone number until the Secretary has

determined that the recipient has fulfilled the service obligation or the recipient's debt has been paid or discharged; and

(8) The follow-up services that the institution will provide the student during his or her first three years of teaching in a high-need school of a high-need LEA.

(Authority: 20 U.S.C. 1024(e))

**Sec. 611.52 What are a grantee's programmatic responsibilities for ensuring that scholarship recipients become successful teachers in high-need schools?**

In implementing its approved project, the grantee must--

(a) Provide scholarship recipients both before and after graduation with appropriate support services, including academic assistance, job counseling, placement assistance, and teaching support that will help to ensure that--

(1) Upon graduation, scholarship recipients are able to secure teaching positions in high-need schools of high-need LEAs; and

(2) After beginning to teach in a high-need school of a high-need LEA, former scholarship recipients have appropriate follow-up

services and assistance during their first three years of teaching;

(b) Provide LEAs with which the grantees collaborate in teacher recruitment activities with information and other assistance they need to recruit highly-qualified teachers effectively; and

(c) Work with the high-need LEAs participating in its project to ensure that scholarship recipients are placed, to the extent possible, in highest-need schools of those LEAs.

(Authority: 20 U.S.C. 1024(e))

**Subpart F--Other Grant Conditions**

**Sec. 611.61 What is the maximum indirect cost rate that applies to a recipient's use of program funds?**

Notwithstanding 34 CFR 75.560-75.562 and 34 CFR 80.22, the maximum indirect cost rate that any recipient of funds under the Teacher Quality Enhancement Grants Program may use to charge indirect costs to these funds is the lesser of--

(a) The rate established by the negotiated indirect cost agreement;

or

(b) Eight percent.

(Authority: 20 U.S.C. 1021 et seq.)

**Sec. 611.62 What are a grantee's matching requirements?**

(a)(1) Each State receiving a grant under the State Grants Program or Teacher Recruitment Grants Program must provide, from non-federal sources, an amount equal to 50 percent of the amount of the grant to carry out the activities supported by the grant.

(2) The 50 percent match required by paragraph (a)(1) of this section must be made annually during the project period, with respect to each grant award the State receives.

(b) Each partnership receiving a grant under the Partnership Grant Program or the Teacher Recruitment Grant Program must provide, from non-federal sources, an amount equal to--

(1) 25 percent of the grant award for the first year of the grant;

(2) 35 percent of the grant award for the second year of the grant; and

(3) 50 percent of the grant award for each succeeding year of the grant.

(c) The match from non-federal sources required by paragraphs (a) and (b) of this section may be made in cash or in kind.

(Authority: 20 U.S.C. 1021 et seq.)



**Government Performance and Results Act (GPRA)**  
**TEACHER QUALITY ENHANCEMENT GRANTS**

Goal: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.
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**Relationship of Program to Volume 1, Department-wide Objectives:** The three initiatives authorized under Title II support Objective 1.4 (A talented and dedicated teacher is in every classroom in America) by providing competitive grants to States for comprehensive teacher quality reforms; by providing competitive grants to partnerships of districts and institutions of higher education for reducing shortages of qualified teachers in high-need areas.

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Objective 1: Improve the skills and knowledge of new teachers by funding the development of state policies that strengthen initial licensing standards and the development of state or local policies/programs that reduce the number of uncertified teachers.

# Teacher Quality Enhancement Grants - 2004SAS

CFDA Number: [84.336](#) - Teacher Quality Enhancement Grants

**Goal 8: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.**

**Objective 8.1 of 1: IMPROVE THE SKILLS AND KNOWLEDGE OF NEW TEACHERS BY FUNDING THE DEVELOPMENT OR STATE POLICIES THAT STRENGTHEN INITIAL LICENSING STANDARDS AND THE DEVELOPMENT OF STATE OR LOCAL POLICIES/PROGRAMS THAT REDUCE THE NUMBER OF UNCERTIFIED TEACHERS.**

**Indicator 8.1.1 of 1: Teacher certification/licensure: Percentage of teachers participating in the Partnership Program who meet their state's initial licensure or certification requirements.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percentage of new teachers in districts with Partnership Programs who meet their state's certification requirements.</i>			<b>Explanation:</b> FY 2003 data will determine the baseline for the percentage of teachers meeting the standard. (The code for setting a baseline is 999.) The program will set a target of the baseline + 1% for FY 2004.	<b>Additional Source Information:</b> Secretary's Report on the Quality of Teacher Preparation (Sec. 207).  <b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 - 2003 <b>Data Available:</b> April 2004 <b>Validated By:</b> No Formal Verification.  <b>Limitations:</b> Secretary's Report will contain self-reported data from states.  <b>Improvements:</b> Definitions of data elements are being refined to assure consistency with definitions contained in the No Child Left Behind legislation.
Year	Actual Performance	Performance Targets		
2003		999		

## **EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES**

### **What are the Empowerment Zones and Enterprise Communities, and where are they located?**

The Empowerment Zone and Enterprise Community program is a critical element of the Administration's community revitalization strategy. The program is the first step in rebuilding communities in America's poverty-stricken inner cities and rural heartlands. It is designed to empower people and communities by inspiring Americans to work together to create jobs and opportunity.

In 1995, the Departments of Agriculture (USDA) and Housing and Urban Development (HUD) designated a number of Empowerment Zones and Enterprise Communities based on locally-developed strategic plans that comprehensively address how the community will link economic development with education and training, as well as how community development, public safety, human services, and environmental initiatives together will support sustainable communities. Designated areas receive Federal grant funds and substantial tax benefits and have access to other Federal programs.

The Department of Education is supporting the Empowerment Zone and the Enterprise Community initiative in a variety of ways. For example, it is encouraging zones to use funds they already receive from Department programs (including Title I of the Elementary and Secondary Education Act, the Safe and Drug-Free Schools and Communities Act, the Adult Education Act, and the Carl D. Perkins Vocational and Applied Technology Education Act) to support the comprehensive vision of their strategic plans. In addition, the Department of Education is giving preferences to Empowerment Zones and Enterprise Communities in a number of discretionary grant programs that are well suited for inclusion in a comprehensive approach to economic and community development.

The currently designated Empowerment Zones and Enterprise Communities are the communities located within the cities and counties listed below. Please check the following websites for the most updated information: [www.ezec.gov](http://www.ezec.gov).

*CURRENTLY DESIGNATED  
EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES*

(\*denotes rural designee)

**Rural and Urban Empowerment Zones (EZ)**

<b>CALIFORNIA:</b>	<b>Los Angeles; Santa Ana</b>
<b>CONNECTICUT:</b>	<b>New Haven</b>
<b>FLORIDA:</b>	<b>Miami-Dade County</b>
<b>GEORGIA:</b>	<b>Atlanta</b>
<b>ILLINOIS:</b>	<b>Chicago</b>
<b>INDIANA:</b>	<b>Gary/East Chicago</b>
<b>ILLINOIS:</b>	<b>Hammond</b>
<b>ILLINOIS/MISSOURI:</b>	<b>East St. Louis/St. Louis</b>
<b>KENTUCKY:</b>	<b>Kentucky Highlands*</b>
<b>MARYLAND:</b>	<b>Baltimore</b>
<b>MASSACHUSETTS:</b>	<b>Boston</b>
<b>MICHIGAN:</b>	<b>Detroit</b>
<b>MINNESOTA:</b>	<b>Minneapolis</b>
<b>MISSISSIPPI:</b>	<b>Mississippi Delta*</b>
<b>MISSOURI:</b>	<b>Kansas City</b>
<b>MISSOURI/ILLINOIS:</b>	<b>St. Louis/East St. Louis</b>
<b>NEW JERSEY:</b>	<b>Cumberland County</b>
<b>NEW JERSEY/PENNSYLVANIA:</b>	<b>Camden/Philadelphia</b>
<b>NEW YORK:</b>	<b>New York/Bronx County</b>
<b>OHIO:</b>	<b>Cincinnati; Cleveland; Columbus</b>
<b>OHIO/WEST VIRGINIA:</b>	<b>Huntington/Ironton</b>
<b>PENNSYLVANIA/NEW JERSEY:</b>	<b>Philadelphia/Camden</b>
<b>SOUTH CAROLINA:</b>	<b>Columbia/Sumter</b>
<b>SOUTH DAKOTA:</b>	<b>Ogala Sioux-Pine Ridge*</b>
<b>TENNESSEE:</b>	<b>Knoxville</b>
<b>TEXAS:</b>	<b>El Paso; Rio Grande Valley*; Houston</b>
<b>WEST VIRGINIA/OHIO:</b>	<b>Ironton/Huntington</b>
<b>VIRGINIA:</b>	<b>Norfolk/Portsmouth</b>

**Rural and Urban Enhanced Enterprise Communities (Enhanced EC)**

<b>CALIFORNIA:</b>	<b>Oakland</b>
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<b>KANSAS/MISSOURI:</b>	<b>Kansas City, KS/Kansas City, MO</b>
<b>MASSACHUSETTS:</b>	<b>Boston</b>
<b>MISSOURI/KANSAS:</b>	<b>Kansas City, MO/Kansas City, KS</b>
<b>TEXAS:</b>	<b>Houston</b>

**Rural and Urban Enterprise Communities (EC)**

<b>ALABAMA:</b>	<b>Birmingham; Chambers County*; Green &amp; Sumter County*</b>
<b>ARIZONA:</b>	<b>Arizona Border Region*; Phoenix</b>
<b>ARKANSAS:</b>	<b>East Central Arkansas*; Little Rock; Mississippi County*</b>
<b>CALIFORNIA:</b>	<b>Imperial County*; Los Angeles; San Diego; San Francisco; City of Watsonville/County of Santa Cruz*</b>
<b>COLORADO:</b>	<b>Denver</b>
<b>CONNECTICUT:</b>	<b>Bridgeport; New Haven</b>
<b>DISTRICT OF COLUMBIA:</b>	<b>Washington, DC</b>
<b>DELAWARE:</b>	<b>Wilmington</b>
<b>FLORIDA:</b>	<b>Dade County; Jackson County*; Tampa</b>
<b>GEORGIA:</b>	<b>Albany; Central Savannah River*; Crisp/Dooly County*</b>
<b>IOWA:</b>	<b>Des Moines</b>
<b>ILLINOIS:</b>	<b>East St. Louis; Springfield</b>
<b>INDIANA:</b>	<b>Austin*; Indianapolis</b>
<b>KENTUCKY:</b>	<b>Louisville; Scott/McCreary Area*</b>
<b>LOUISIANA:</b>	<b>Macon Ridge*; New Orleans; Northeast Louisiana Delta*; Ouachita Parish</b>
<b>MASSACHUSETTS:</b>	<b>Lowell; Springfield</b>
<b>MICHIGAN:</b>	<b>Flint; Lake County*; Muskegon</b>
<b>MINNESOTA:</b>	<b>Minneapolis; St. Paul</b>
<b>MISSISSIPPI:</b>	<b>Jackson; North Delta Mississippi*</b>
<b>MISSOURI:</b>	<b>City of East Prairie*; Mississippi County*; St. Louis</b>
<b>NEBRASKA:</b>	<b>Omaha</b>
<b>NEW JERSEY:</b>	<b>Newark</b>
<b>NEW HAMPSHIRE:</b>	<b>Manchester</b>
<b>NEW MEXICO:</b>	<b>Albuquerque; La Jicarita*</b>
<b>NEVADA:</b>	<b>Clarke County; Las Vegas/N. Las Vegas</b>
<b>NEW YORK:</b>	<b>Albany-Troy; Buffalo; Newburgh; Rochester; Schenectady</b>



<b>NORTH CAROLINA:</b>	<b>Charlotte; Halifax/Edgecombe/Wilson Alliance*; Robeson County*</b>
<b>OHIO:</b>	<b>Akron; Columbus</b>
<b>OKLAHOMA:</b>	<b>Oklahoma City; Southeast Oklahoma*</b>
<b>OREGON:</b>	<b>Josephine County*; Portland</b>
<b>PENNSYLVANIA:</b>	<b>Harrisburg; Pittsburgh</b>
<b>RHODE ISLAND:</b>	<b>Providence</b>
<b>SOUTH CAROLINA:</b>	<b>Charleston; Williamsburg-Lake City*</b>
<b>SOUTH DAKOTA:</b>	<b>Beadle &amp; Spink Counties*</b>
<b>TENNESSEE:</b>	<b>Fayette County/Haywood County*; Memphis; Nashville-Davidson; Scott/McCreary Area*</b>
<b>TEXAS:</b>	<b>Dallas; El Paso; San Antonio; Waco</b>
<b>UTAH:</b>	<b>Ogden</b>
<b>VERMONT:</b>	<b>Burlington</b>
<b>VIRGINIA:</b>	<b>Accomack &amp; Northampton County*; Norfolk</b>
<b>WASHINGTON:</b>	<b>Seattle; Tacoma</b>
<b>WEST VIRGINIA:</b>	<b>Central Appalachia*; Huntington; McDowell County*</b>
<b>WISCONSIN:</b>	<b>Milwaukee; Northwoods Nijii*</b>

<b>GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT</b>
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If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

U.S. Department of Education  
Application Control Center  
(202) 708-9493

<b>GRANT AND CONTRACT FUNDING INFORMATION</b>
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The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page      <http://www.ed.gov>

OCFO Web Page Internet      <http://ocof.ed.gov>